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ABSTRACT

Project DELTA (Design for Equity: Leadership, Training, Attitudes) at Wichita State University was funded by the Women's Educational Equity Act to develop an exportable model for enhancing the entry of women into, and the advancement of women within, leadership and decision-making roles in higher education. The project employed a capacity-building approach to institutional change by conducting workshops and seminars for faculty, administrators, and support personnel. The project also supported the initiation and implementation of equity goals on the part of individuals and administrative units. It supported the development of a regional network for enhancing leadership opportunities for professional women in higher education, and offered intensive leadership training to leadership teams from institutions of postsecondary education in Federal Region VII. Project staff compiled a leadership manual, "Design for Equity: Women and Leadership in Higher Education," to be disseminated to individuals and institutions working for increased representation of women in leadership positions. Project staff also developed a battery of bias-free instruments for the self-assessment of qualities related to sex role attitudes and values, role satisfaction, decision-making strategies, and leadership style. These instruments were pilot tested with samples of male and female faculty and administrators from Federal Region VII, and the instruments were administered to similar groups in a national validation sample. An evaluation report and additional materials are appended. (SW)

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Project DELTA

Wichita State University

FINAL REPORT

to

Women's Educational Equity Act

Program Staff

Office of Education
Department of Health, Education and Welfare

April 10, 1979

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EDUCATION & WELFARE
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Project Director

HE 011 985

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Project DELTA

Wichita State University

Final Report

Carol W. Konek

Project DELTA (Design for Equity: Leadership, Training, Attitudes) was funded by the Women's Educational Equity Act of the Office of Education to develop an exportable model for enhancing the entry of women into, and the advancement of women within, leadership and decision-making roles in higher education. The project employed a capacity-building approach to institutional change by conducting workshops and seminars for faculty, administrators, and support personnel in subject areas related to the attainment of equitable leadership in higher education. The project also supported the initiation and implementation of equity goals on the part of individuals and administrative units. The project supported the development of a regional network for enhancing leadership opportunities for professional women in higher education, and offered intensive leadership training to leadership teams from institutions of post-secondary education in Federal Region VII. Project staff compiled a leadership manual, Design for Equity: Women and Leadership in Higher Education, to be disseminated to individuals and institutions working for increased representation of women in leadership positions in higher education. Project staff developed a battery of bias-free instruments for the self assessment of qualities related to sex role attitudes and values, role satisfaction, decision-making strategies and leadership style. These instruments were pilot tested with the use of samples of male and female faculty and administrators from a stratified sample of institutions of

post-secondary education in Federal Region VII. The instruments were administered to similar groups of subjects in a national validation sample.

Premises for Promoting Equity in Higher Education

The development of strategies for creating a climate supportive of institutional and individual change were based on the following premises:

1. The attainment of educational equity increases the synergy of the institution. That is, the attainment of educational equity demonstrates that the good of the individual, the good of the university, and the good of society are synonymous, rather than antagonistic.[1] Increasing leadership opportunities for women within the university will increase the ability of the university to function as a model for equity in a society based on democratic values and on the belief in the worth of the individual.

2. The university can increase its vitality by adjusting to changing social realities.[2] The university is an open, rather than a closed system: its dynamic equilibrium depends upon its ability to continuously adapt to changes within and outside itself. Higher education has been slow to adapt to the changing aspirations and abilities of women; such an adaptation requires the inclusion of women in all areas of the system in order that the university keep pace with internal and external forces for equity. The leadership challenge inherent in attaining educational equity is to mesh what the outside world wants, needs, and expects from the institution in terms of goals, priorities, and related programs with what the internal constituencies want, need, and expect, while realizing

that an institution which is alien to its environment cannot survive.[3]

3. The history of higher education in the United States has demonstrated an egalitarian trend congruent with the concept of educational equity. The Carnegie Commission on Higher Education reported that the three periods of basic transformation of access to higher education included the movement from elite access to mass access to universal access.[4] This trend has had the effect of removing obstacles based on race, sex, age, and economic status and can be viewed as the social milieu within which leaders in higher education must work to see that equity in access to education is balanced with equity in access to the effects of education. Such a philosophy clearly implies that individuals for whom race, sex, age, and economic status might have been disadvantages to mobility in the past must be given affirmative assistance in obtaining the benefits of education in the future.

4. Heterogenous leadership is appropriate to institutions with diverse student populations. As the leadership in higher education is transformed by an inclusion rather than an exclusion principle, entry of diverse students into higher education should increase, along with the level of academic achievement and degree attainment. Legislative gains in reducing disadvantages based on race, sex, age, and economic status can be viewed as a reflection of the social imperative for equity in leadership and for the expansion of role definitions of leadership.

5. The presence of women as role models is directly proportional to the development of young women of talent into career-successful adults.[5] The simultaneous decline of women in faculty positions in all undergraduate educational institutions and the increase in the enrollment of women students during the last 40 years[6] represents a kind of dis-

equilibrium which has serious implications for the mission of higher education. This imbalance represents innumerable opportunities for positive leadership and for the creation of affirmative policies and programs for re-establishing equilibrium.

6. Three dominant sources of change in education are: a) resources available for it, b) advocates interested in it, c) openness of the system to it.[7] Resources for the support of educational equity are evidenced by increased enrollments of women students of traditional college age[8] and of re-entry women.[9] Federal funding of Women's Educational Equity Act projects, Title IX projects, and Career Education and Community Education programs affecting the educational attainment of women demonstrate the availability of resources, in both external funding and increased tuition revenues. The fact that women and men work for recruitment, counseling and advising, curriculm revision, and program development to increase equity demonstrates the availability of personnel resources to implement change. Openness of the system to change is demonstrated by legislation, political involvement, and by the increasing awareness of equity issues in political, economic, and educational spheres. In many institutions, however, the informal system has been more open to change than has the formal system. Special programs for women have often been begun by these informal systems and have then been formalized when they demonstrated that they met legitimate needs. (The development of Women's Studies programs demonstrate this principle of change.)

7. Institutions, as well as individuals, sometimes profess one set of values while demonstrating another. The institution which formulates policies of equal access to educational offerings may be founded

upon the principles of the democratic ideal and yet continue staffing patterns in which minorities and women obviously occupy the lowest ranks and leadership positions. Similarly, individuals within these institutions may express egalitarian values while enacting reward and recognition policies which perpetuate injustices structured into the system in the past. Such incongruence or cognitive dissonance creates conflicts which must be resolved to insure positive change toward growth.

8. Conflict and institutional or personal change are associated. Sex-role values are among those learned earliest and are most closely associated with identity formation. The intensity of conflict associated with the changing roles and status of women and men is one indication of the degree of insecurity in an individual and the degree of inflexibility in an institution. Conflict represents a learning need which calls for the development of supportive leadership techniques; but the energy generated by conflict can be transformed into affirmative action when growth in the individual and change in the institution are regarded as natural and desirable as well as inevitable.

9. Every professional administrator is a change agent. While some administrators function as managers rather than as leaders, every person in a recognized leadership role can more adequately function in that role if enabled to define, support, create, and administer programs and policies which are new and which produce institutional and individual benefits. The ability to assess success in effecting change and the ability to articulate strategies employed and benefits realized by others are both essential to encouraging equity changes.

10. Leadership can be regarded as service.[10] Outmoded concepts of leadership often focus on the status, recognition, and responsibilities

of the leader. Such concepts are likely to overemphasize the qualities of wisdom, control, and the recognition accruing to a leader with "legitimate" or "sanctioned" power. However, the facilitative leader is more often one with "enabling" or supportive power, one who does not insist upon personal recognition for his or her contributions to the greater good for the greater number.

11. The implementation of policies which will benefit women and minorities must orginate in various areas of the institution, rather than always coming from an assigned advocate or a special interest group. Just as institutions have a limited capacity for the implementation of simultaneous changes, individuals have a limited capacity for crediting one individual or one group with the leadership necessary to effect change. Holding on to ownership of ideas for positive change retards institutional growth and the professional who helps an institution become more just in its policies benefits indirectly and sometimes directly.

12. Change agents need to assess the impetus for change outside the institution and work to resolve individual and institutional resistance to that impetus. This must be done in such a way as to increase the congruence of individual needs and institutional goals, a process which is integral to the attainment of educational equity and to the attainment of equitable leadership opportunities for women in higher education. It is obvious, furthermore, that the inclusion of women in new models of participatory leadership is a sound application of humanistic and organizational theory to current social needs and imperatives.

Capacity Building

Project DELTA employed a capacity-building approach to individual and institutional change. The grant-writing committee selected an advisory committee which would create broad representation from various constituencies across the university. Advisory committee members were chosen for their commitment to educational equity, for their recognition as leaders in the university community, and for their willingness to contribute to the planning and implementation of equity goals.

Advisory committee members assisted the staff in developing support within the university, in outlining goals for workshop activities, in assisting with recruitment of resource persons from outside the university, and in disseminating information about the project on campus. Advisory committee members provided legitimate, expert and referent power to the project. The status of the members of the advisory committee undoubtedly contributed to the positive image the project enjoyed from its inception.

The capacity-building process employed by Project DELTA could be regarded as a participatory or egalitarian action model rather than as an administrative or hierarchical decision model. While the advisory committee gave the project legitimacy in the eyes of the university community, the change strategy moved from the "bottom" of the organizational structure "up." Involvement, identification of priorities, and the initiation of change began with the individuals most directly involved with educational equity issues, and then spread to those in positions enpowered to enact policy. The informal system was often utilized to gain access to the formal system. Women professionals identified personal and organizational goals, received skill training from qualified peers and outside

resource persons, and practiced leadership behavior in implementing goals.

The design for equity which emerged was process oriented, in that participants in all workshops were enabled to become policy makers, and to define their own goals. The professional autonomy of participants was protected by designs which enabled them to identify inequities within the system and to develop policies for overcoming those inequities. Every attempt was made to avoid a "redress of grievances" orientation. Faculty and administrators were encouraged to measure their successes rather than their failures in adapting to changing social imperatives. They were encouraged to see themselves as empowered to design more effective and socially relevant models of equity in their personal and professional lives, in their departments and in their areas of the governance system.

Faculty and administrators were encouraged to assume leadership roles, both in the presentation of programs and workshops, and in policy-making. Every attempt was made by advisory committee members and staff to avoid adversarial attitudes and behaviors, and to create a generative model of change rather than a deficiency model. This philosophy necessitated focusing upon support and ignoring resistance. It necessitated the design of approaches that would activate leadership within the formal and the informal system of the university organization.

The initial target group for capacity-building and for training was defined as faculty women because it was felt they would have the highest degree of motivation and interest in participating in Project DELTA activities. Because many women whose roles are administrative in nature are separated from faculty women by classification systems that reinforce isolation and the failure to identify with one another, the original tar-

get group was expanded to include non-teaching professional women in the women's activicies. Women professionals were involved in the majority of the early training activities to increase their understanding of their own equity issues, to help them become adept as change agents, and to prepare them to play leadership roles in the education of their colleagues to the necessity of involving more women in administrative and decision-making roles. Workshops and seminars for women faculty, administrators and non-teaching professionals were designed to provide instruction in leadership and decision-making skill development, to focus on equity issues, and to provide a supportive environment within which women could develop leadership potential.

Policy design workshops were held first for women professionals, then for chairpersons and general faculty, and, then for key administrators and governance leaders at the end of the first year of funding. The organization of these workshops was designed to contribute to the capacity-building design of programing, and to prepare adminstrative units to initiate policy change with the support of DELTA staff during the second year of funding. The purpose of these workshops was to distribute leadership opportunities related to equity issues to those in key decision-making roles, and to create a collaborative model for seeking consensus on policy solutions to equity problems. Women who had received leadership training and advisory committee members whose awareness had steadily increased in the planning process were selected as facilitators for these workshops. Resource persons with national stature and recognized expertise as equity specialists were utilized to encourage participation and involvement of the audience. The delayed involvement of key administrators permitted the project to develop support from women,

to develop a reputation for using affirmative strategies, and to develop a track record for focusing on content of concern to all professionals, male and female. This strategy also involved key adminstrators at the point at which the focus could shift from attitude modification to policy design.

Women and men in leadership roles in the formal and informal system worked in groups to: 1) assess the obstacles to, and the opportunities for, leadership for women; 2) assess the equity obstacles within the total university; 3) identify the impact of inequities on the quality of education; 4) identify areas in which the under-representation of women in leadership roles, in faculty positions and in the student body undermines the quality of education and prevents the university from being a model of equity in a society undergoing rapid change. These groups then worked collaboratively to: 1) interpret this information; 2) formulate hypothetical policies and programs to contribute to an institutional design for equity; 3) identify financial, personnel, or attitudinal resources necessary to the implementation of these policies and programs; and 4) assess their own expertise and commitment to effect change. The policy-developing focus of these activities subordinated the attitudinal aspects of the activities to a more practical, solution-seeking focus. The effect of this strategy was to reduce the threat of conflicts in attitudes and values of participants and to provide a consensus-seeking, action-oriented experience which would create a positive environment for nurturing organizational change.

The first year's final Design for Equity workshop for key administrators and governance leaders resulted in the generation of a list of policy priorities which were distributed to administrators to reinforce

the understanding of the issues which emerged from this workshop, and to prepare the way for assisting administrative units with the implementation of change in the second year of the project. Results, entitled "Administrators' Assessment of Institutional Priorities at Wichita State University," is included. It serves as a content model for focusing on equity issues which are likely to affect women in most institutions of higher education. It is also useful for the longitudinal evaluation of change at Wichita State University. The utilization of the results of such a workshop design for evaluating progress toward equity can have the effect of renewing the commitment of subjects who recognize their own policy goals and recall the impact of such a workshop. As project staff offered assistance to administrative units in implementing equity goals during the second year of the project, they discovered that many of the participants of this workshop were eager to report their own progress. Several administrators acknowledged that the workshop enabled them, for the first time, to understand "the spirit of affirmative action," and to articulate their personal commitment toward the attainment of equity. The following abstracts of selected workshops and seminars summarize a portion of the content of these activities.

DELTA Workshop Designs

Personal, Interpersonal, Professional Needs Assessment

The formation of a support network for professional women within the institution was initiated with the identification of women who had already demonstrated commitment to the advancement of colleagues and to the support of policies and programs improving the status of women. The expansion of the support network, the inclusion of more women within it,

and the examination of ways in which it could more effectively support the professional development of women were initial goals. In early DELTA activities, the women were encouraged: 1) to see each other as resources; 2) to counsel one another on issues such as career development, promotion, tenure, and preparation for leadership; 3) to enrich interpersonal relationships in the course of collaboration; and 4) to identify common and unique concerns. The needs assessment provided the basis for additional programming by identifying the specific issues which women within the network saw as revelant to their own leadership and professional development.

Positive Professional Assertiveness

Assertive behavior is direct, honest, and effective in communicating values which increase the self-esteem of both participants in an interaction. Professional women often find that their own professional advancement, the advancement of their colleagues, and the attainment of equity goals for their institution rests on their development of affirmative communication styles. The development of assertive techniques can teach supportive attitudes toward the self and others. Participants trained themselves in: 1) articulating their own accomplishments; 2) articulating their appreciation of the accomplishments of one colleague to another; 3) articulating their appreciation of the accomplishments of a colleague to that person. Specific applications of these activities include volunteering for additional leadership responsibilities, recommending, nominating, and voting for one another, and creating recognition awards and rituals.

Power Assessment

Women are developing greater sophistication in understanding the

nature of power, in acknowledging their own power, and in recognizing values issues related to the use of power in their personal and organizational lives. The self assessment of beliefs and experiences which contribute to the recognition and use of power can be useful in increasing assertiveness, in defining appropriate leadership style, and in recognizing facilitative leadership and membership behaviors and strategies. DELTA activities were aimed at helping women: 1) assess and expand their roles in situations in which the power exchange is undefined; 2) understand and use position power, expert power, referent power and enabling power; 3) identify personal and professional situations in which they experience power and powerlessness, and in which they see others empowered by extrinsic circumstances and instrinsic factors; 4) set goals for increasing their sense of self-control and for facilitating others responsible use of power; and 5) identify the professional development experiences which can increase their individual and collective power to influence and change the system.

Communication Roles/Leadership Roles

Professional women can become more effective communicators and can develop techniques for facilitative and participatory leadership by practicing a variety of blocking and communication behaviors and by processing the task-completion and group-maintenance effects of these behaviors. DELTA activities included: 1) simulation situations which required the arbitrary curtailing or expansion of verbal and non-verbal communication and facilitating and blocking behaviors, and 2) interactions which simulated differences and similarities between male and female communication behaviors and interaction patterns in same sex and mixed sex groups. Such group experiences enabled participants to experiment

with new communication behaviors and to receive feedback.

Decision-Making

Participants in DELTA decision-making activities assessed their decision-making strategies with the use of a decision-making instrument and other self-assessment processes applied to simulated decision-making experiences. Activities included processing, feedback and comparison of differences in decision-making strategies. Group experiences were structured to: 1) help decision-makers broaden or narrow alternatives, arrange priorities, consider values issues related to outcomes, and project short-term and long-range outcomes; 2) allow participants to recreate previous decisions and to rehearse future decisions or conflict resolution experiences; and 3) enable participants to set goals for themselves for improving and expanding decision-making strategies and to identify supportive colleagues. Self-selection of decision-making situations resulted in the examiniation of career choice and organizational change situations.

Leadership Style Assessment and Development

Participants explored leadership and followership styles evident in their own and others' behavior by: 1) examining styles in relation to role expectations and to individual and group situations with various purposes and tasks; 2) analyzing their perception of appropriate leadership and followership behaviors in reference to status, power, and organizational climate; and 3) identifying opportunities for expanding and refining leadership behaviors, and for emulating the leadership behavior of peers, role models, and mentors whose leadership style they admire.

The Male Culture/The Female Culture: Assumptions About Leadership

Role expectations and perceptions affect the ways in which males and females collaborate, compete, and communicate in interpersonal and

professional relationships. Women may feel that the norms of organizational behavior are male-defined, while males may wonder whether social behavior toward females needs to be modified in a professional setting. DELTA participants compared their perceptions of male organizational goals, leadership and followership behavior, and mobility strategies with their own by: 1) defining their own values and behaviors; 2) identifying male colleagues whose behaviors and strategies could be studied; and 3) making value decisions for modifying their behavior, for functioning effectively with male colleagues, and for clarifying the values they want to express in their own organizational behavior.

Changing Roles of Men

Male and female colleagues can engage in communication activities which help them clarify role expectations and perceptions by examining the reinforcing effect of male and female socialization processes on male behavior. DELTA workshops enabled participants: 1) to compare male role perceptions with female perceptions of those roles; and 2) to identify congruities and incongruities in men's view of themselves and their view of females' expectations for them. Such clarification became the basis for further examination of changing roles in interpersonal and professional relationships, and of role behaviors as they influence institutional climate and collegiality.

Understanding the System: Identifying Leadership Opportunities

Many professional women wish to increase their understanding of system theory and to apply that knowledge to an understanding of their own organizational system. Colleagues with theoretical and experiential expertise were recruited to conduct sessions on: 1) the functioning of the formal and informal systems; 2) sources of formal and informal power;

3) university governance and committee roles; and 4) the decision-making and mission-defining system of the university. Participants identified issues which merited further study on issues on which leadership is limited or lacking. They discussed strategies for increasing the participation of women in administrative, governance, and ad hoc or entrepreneurial leadership roles, such as: 1) identifying power vacuums in present leadership opportunities; 2) increasing participation in professional organizations and other organizations which offer visibility and training in change agent behaviors; and 3) developing leadership issues within the curriculm. Leadership opportunities exist wherever exchanges of information, expertise, and energy are lacking, either within the sub-systems within the institution, or between the university system and its supporting environment.

Life Planning

While the development of five-year or ten-year plans is essential to the planned advancement and upward mobility of women, it is possible to expand such planning activities to include an holistic approach to goal setting for personal, interpersonal, and professional growth. Activites which include the design of life lines, trees of life, career paths, or other symbolic representations of plans for growth often reveal buried or unacknowledged hopes, expectations and potential. Important features of DELTA life planning activites included: 1) the sharing of aspirations for the development of support; and 2) an opportunity to imagine the institution and the society of the future, and the means by which the future might be shaped.

Change Agent Strategies

Individuals can increase their understanding of their own power,

their ownership of their own leadership ability, and their appreciation for their ability to influence others and the system by examining their own change agent behaviors as initiators or facilitators of change. DELTA activites enabled participants: 1) to identify specific techniques they had developed to create a positive environment for change; 2) to talk about the ways in which change enabled them to expand or redefine their self-concept; 3) to discuss the way in which they might elicit support for changing their own roles; 4) to identify changes they expect to make throughout the life cycle; 5) to share strategies for preparing for change; and 6) to discuss ways in which they might function as agents of change as colleagues within the institution.

Stress Management

Professionals are becoming increasingly aware of the creative and the debilitating effects of stress on their health, relationships, professional performance, and the organizational climate. Participants in the DELTA stress management workshop used a rating sheet to measure the stress caused by particular life experiences, professional roles, interpersonal relationships, and personal ambition. They learned ways to develop: 1) stress reducing strategies; and 2) techniques for coping creatively with stress.

Institutional Assessment and Policy Design Activities

While the capacity-building approach to institutional change initially targeted women professionals as the training audience, the integration of female and male audiences was an important strategy for the creation of a collegial atmosphere within which collaborative planning for equity could occur. Workshops and seminars conducted for and with the leadership of women resulted in the generation of equity issues and

in the acquisition of a spirit of cooperation which provided a foundation of good will for integrated discussion of equity issues.

Interface Activities

The project developed important liaisons with existing programs and administrative units to insure that all of its activities generated cooperation rather than competition. From the beginning, the goal of the project was to generate power by sharing power, and to avoid the difficulities inherent in reinforcing territoriality. The project sought opportunities for co-sponsoring programs and projects, for offering assistance to those who wanted to develop equity strategies in their own fields and for activating individuals to take leadership in their existent roles. The project sought to become an affirmative source of support and energy to unleash under-utilized or unrealized potential in individuals, programs and departments.

The liaison with the Kellogg Project had the important effect of encouraging the selection of four women and a black man as recipients of five administrative internships, and of influencing committee selection and decisions. The liaison with the Forum Lecture Series and the Summer Lecture Series had the effect of co-sponsoring a number of speakers on equity issues, including Herbert Goldberg, Warren Farrell and Jane Trahey. The liaison with the mathematics department in hosting Sheila Tobias' visit had the effect of initiating an on-going series of math anxiety workshops.

Project DELTA coordinated its activities with those of other administrative units whenever possible. It also attempted to distribute leadership responsibility to administrative units which could insure on-going institutional implementation of equity goals. This effort was

intensified during the second year of on-campus programming. While continuing workshop and seminar activites, project staff assisted with the development of a lecture series featuring women scholars from various academic disciplines, with the initiation of the Geraldine Hammond Chair of Humanistic Studies, with staff development activities in various administrative areas, with grant applications affecting opportunities for both women students and faculty, with search committee activities, with career and due processing counseling of individuals, with editorial assistance for articles and papers of professionals seeking increased visibility and mobility and with curricular revisions related to the changing roles of women. Project staff also sponsored informal social events which were intended to maintain the internal support network which has been developed among women professionals.

Project staff encouraged individuals to become self-activating agents of change by offering low visibility support to individuals who could increase their own leadership effectiveness working within their own departments, committees, professional organizations for increasing leadership opportunities for women. It was felt that it was important to slowly decrease the on-campus visibility of the project as the end of the funding period approached, so that the institution would continue to implement project goals. The advisory committee has chosen to retain its identity to monitor the system and to provide on-going support to individual and institutional change.

External Resource Personnel and Capacity Building

External consultants contribute legitimacy to a project focused on

intensive efforts to attain institutional change. They also provide excellent role models for those who are intent upon increasing their leadership skills and opportunities. External consultants who contributed to the first year's programming include Marjorie Downing Wagner, Marjorie Bell Chambers, Sheila Tobias, Thomas Schaeffer, and Barbara Uehling, Wichita State University graduate. The texts of their addresses to Project DELTA audiences are included in the leadership manual, Design for Equity: Women and Leadership in Higher Education. Consultants for second year activities and for the Regional Leadership Conference included Warren Farrell, Patricia Kosinar, Linda Moore, Jane Trahey, Anne Wilson Schaef, Dorothy Clark and Emily Taylor.

External resource persons were useful to the project in a number of important ways. They provided the kind of recognizable status and legitimacy which often accrues to the outside expert with a national reputation. The outside resource persons were selected as part of the participatory design of decision-making. Faculty and administrators were able to use contacts with professional organizations, and other institutions to help locate experts in various fields. The resource persons were offered an extremely small honorarium for their contributions to the project, so every attempt was made to give them regional visibility within the developing network, and to give them national visibility with the publication of their contributions to the project in the leadership manual. External resource persons were effective in energizing the participants, and in helping them assess their individual and the institutional progress toward equity. Throughout the program, the emphasis was on developing an institutional model of educational equity. Participants were encouraged to experience ownership in the process. Inevitably,

outside resource persons compared our campus favorably to other campuses, with the effect that faculty and administration began to experience a renewed sense of pride in this institution and its receptivity to change. The external resource persons demonstrated an on-going commitment to Wichita State University's design for equity process which has had far-reaching effects in facilitating professional development, professional advancement and professional mobility for Project DELTA participants.

Design for Equity: Women and Leadership in Higher Education

Project DELTA developed an exportable model for enhancing the entry of women into leadership roles in higher education in the form of a leadership manual entitled, Design for Equity: Women and Leadership in Higher Education. The manual was prepared to provide background information on the status of women in leadership positions in higher education, to give an overview of the factors which provide opportunities and obstacles to the advancement of women in higher education, and to summarize the change strategies employed by Project DELTA in supporting change on one campus. The manual brings together information and theory essential to the individual or institution working for increased equity in leadership and in all other systemic areas. The manual is designed to be useful to a person functioning within the informal or the formal organizational structure, either out of personal commitment to the attainment of institutional equity or out of administrative responsibilities.

The leadership manual was designed for national dissemination. It was developed prior to the Regional Leadership Conference, and was distributed to participants to provide them with a common body of knowledge as background for the conference experience.

Regional Leadership Conference and Network Development

The Regional Leadership Conference which was the culminating activity of the two year project was offered to leadership teams from post-secondary institutions from Federal Region VII. Participants were selected for their recognized commitment to women's equity and their leadership ability. They were selected by developing a recruitment network based on first year pilot study subjects, women's organizations, professional organizations and word-of-mouth contacts. The decision to invite leadership teams was based on the supposition that women who returned to their campuses to initiate institutional change would have better results if they worked in self-selected teams. The decision to pair faculty leaders and administrative leaders was made as a result of observations of the decision-making process and the power structure on this campus. While traditional leadership models have focused on the sanctioned leadership role of administrators, it was considered more practical to include both administrators and leaders in the informal or the governance system among conference participants, since change on behalf of equity has more often than not been generated in the informal structure before being codified in the formal structure. The inclusion of faculty leaders was also intended to cultivate the aspirations of women who were considered to have administrative potential.

The Regional Conference condensed the most valuable components of the two-year on-campus program into a week long program of training experiences focused on personal, interpersonal, professional and organizational development. Conference sessions included content covered in on-campus seminars and workshops and offered opportunities for participants to engage in collaborative problem-solving. The development

of a support network was one of the most important outcomes of the conference. Emily Taylor, Director of the American Council on Education Identification Project, spoke to the group and helped formulate plans with the four state identification projects for increasing the visibility of and the communication between women seeking administrative roles in higher education.

Testing and Research Component

Project DELTA was funded to develop a battery of instruments for the self-assessment of qualities associated with leadership. The instruments were to be free of gender bias in language, images and values. They were to have zero gender correlation in items and scales. The instruments which were developed included the Roles, Goals and Values instrument, the Decision Making Analysis, the Past Reinforcement Measurement instrument, and the Self Assessment Instrument.

Norms for the four instruments were developed for professionals in higher education. Pilot sample results were obtained by administering the instruments to female and male administrators and faculty in a stratified sample of institutions of post-secondary education in Federal Region VII. Results of the pilot study were analyzed for construct and scale reliability and were revised at the end of the first year. Revised instruments were adminstered to female and male administrators anf faculty from a national sample. Institutions of post-secondary education were included in the population if they were accredited by one of the six regional accrediting associations, if they were co-educational and if they had males and females serving as administrators and faculty. Institutions were randomly selected from the Educational Directory, Colleges and Universities, 1976-77. The sample was adjusted to stratification

criteria to assure that it included representation of geographical distribution of types of institutions. Female administrators from these institutions provided the smallest groups, so equal numbers of female faculty, male administrators and male faculty were randomly selected from the same institutions to guarantee balance in the four groups.

The four instruments were sent to 664 subjects in each of the four groups. The return rate for female administrators was 46%; for female faculty, 37%; for male administrators, 29%; and for male faculty, 27%. No additional efforts were made to increase the male response rate, although it was assumed that the most equitable males might be those interested in participating in the study.

Three of the four instruments resulted in zero gender correlations indicating bias free scales. The Self Assessment Instrument correlations indicate a significant difference in role satisfaction for female administrators over male administrators and male and female faculty. Norms and scale characteristics for all the instruments are included in this report.

Testing manuals were developed for all four instruments. Additionally, individual scale profiles were developed and were returned to subjects participating in the study.

Participants in the Regional Leadership Conference were given the opportunity of taking the tests and receiving profiles. Many of these participants, now part of the regional network which is actively supporting the American Council on Education's Leadership Identification Project, report that they have found the profiles on the battery of instruments most useful for the self assessment of leadership potential.

Impact of Project DELTA

The activities supported by Project DELTA had a positive impact on the self image of women professionals at Wichita State University. The Project enabled involved participants to evaluate their own careers in relation to organizational needs. Many women became more self-initiating in seeking leadership opportunities, and in increasing their influence on the university. The Project was successful in maintaining a facilitative role in assisting individuals in defining and attaining professional and organizational goals. The Project was successful in gaining the active support of administrators. The participatory model of change proved to be one which had positive effects which will, hopefully, be far-reaching. The enhancement of leadership potential and effectiveness is not easily measured. This university resembles every other university in the country in that women are underrepresented in administrative roles. This university also resembles every other university in the country in the uncertainty of its ability to simultaneously adjust to economic, demographic and social change as it attempts to become a model of equity. The two-year experience this university experienced in developing a Design for Equity generated greater understanding, commitment and ambition on the part of most participants in the experience. The effects of this experience are summarized in the Evaluation Report included in the Appendix. The long range effects can be measured in the demonstrated commitment to work for social change which will result in this university's becoming a model of equity. It is impossible to estimate how long it will be before women and men share equally in the opportunities for and benefits of leadership.

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Appendix I

Administrators' Assessment of Institutional Priorities

ADMINISTRATORS' ASSESSMENT OF INSTITUTIONAL PRIORITIES

AT WICHITA STATE UNIVERSITY

A Design for Equity workshop, attended by the president, representatives from the ranks of vice president, dean, associate dean, director, chairperson, university committee, and others, was conducted under the auspices of Project DELTA on April 29, 1977.

Out of the deliberations of the participants there evolved a number of specific recommendations for things to consider in an effort to improve and increase possibilities for achieving equity on our campus.

These recommendations were consequently sent to 156 persons, including all top administrative officers, all participants in the April 29, 1977 workshop, all chairpersons, directors, coordinators, and faculty members serving on various college and university committees. We received recommendations from 65 persons, or a 41.7% return. Three of these were not included in our tally since they were returned unsigned, leaving a 39.7% actual return. Of this return, 30.7% were from associate deans, deans, assistant vice presidents, and vice presidents. Chairpersons, directors, and coordinators comprised 41.9% of the returns; 27.4% were from faculty members serving on various college and university committees. Below is a list of the recommendations in descending order according to percentage.

Administrative Workshop Recommendations

	I consider this important
1. Equalize salaries for women and men in all areas of the university.	74.2%
2. Make sure that selection criteria are consistent and clearly related to actual job duties for both men and women.	72.6%
3. Improve academic counseling, exposure of students to career opportunities.	72.4%
4. Recruit women for roles in central administration.	66.1%

		I consider this important
5.	Provide opportunities for women and minorities to experience administration on a temporary or experimental basis.	65.6%
6.	Improve faculty's and staff's understanding of the process by which people obtain assignments, positions, etc., which lead to career development.	62.3%
7.	Improve the awareness level of women students in the area of life planning and career development and educate female students about rewards to expect in non-traditional fields.	62.1%
8.	Provide internships for jobs as they become available, continuing an administrative internship program beyond the Kellogg grant.	61.3%
9.	Train individuals who wish to be more active on campus in committee effectiveness, administrative skills, etc.	59.7%
10.	Finance off-campus professional development, attendance at meetings, etc., in an equitable way.	57.6%
11.	Provide institutional support for team research, released time for research and scholarly activities.	55.2%
12.	Improve recruitment of women and minority students, especially in areas in which each group is under-represented.	55.0%
13.	Release time, grant leaves of absence for faculty and others who wish to pursue additional graduate work.	54.2%
14.	Encourage administrators to look for opportunities to serve as role models and mentors for capable women with whom they come into contact at Wichita State University.	53.2%
15.	Increase number of role models for women students and professionals by increasing women in administrative and faculty positions.	50.0%
16.	Continue discussions of the true meaning of "equity," i.e., what is related to numbers, and what to equal access?	50.0%

		I consider this important
17.	Engage in consciousness-raising to eliminate stereotypic thinking.	47.5%
18.	Ignore traditions which keep women out. "It's always been that way" is not a sufficient reason to continue with policies.	45.2%
19.	Use lecture series and guest speakers as an opportunity to provide role models.	43.3%
20.	Effect attitudes of men and women on campus in order to change the "Old Boy" system of promotion and career development.	41.0%
21.	Improve status of part-time faculty.	40.0%
22.	Improve institutionally-supported services for faculty in the area of child care, parental leaves, job-sharing.	40.0%
23.	Increase institutional commitment to affirmative action by developing retrenchment policies and revising tenure and promotion policies which recognize goals and aims of affirmative action as priorities.	39.3%
24.	Improve campus understanding of objectives and accomplishments of the women's studies program.	39.0%
25.	Seek funding from internal and external sources to pursue equity goals.	38.7%
26.	Institute flex-time for staff and administration.	38.3%
27.	Include awareness of equity in orientation of students; extend orientation over first year to handle entry into non-traditional fields, career counseling, etc..	37.9%
28.	Provide financial assistance for part-time women students.	37.3%
29.	Improve communication between university and community about position of Wichita State University on issues, especially regarding the status of women.	35.0%

		I consider this important
30.	Establish a clearinghouse for information about career mobility for women.	33.9%
31.	Improve upward mobility for women, especially from classified to unclassified positions.	33.9%
32.	Obtain and use existing training programs for administrators (cf. University of California, University of Wisconsin, M.Svobodan, Assistant to the President).	33.9%
33.	Generate support systems for husbands and families of women who have career aspirations which might disrupt the traditional family system.	33.3%
34.	Seek departmental support of OUTREACH programs for adult women.	33.3%
35.	Develop a math anxiety clinic.	31.7%
36.	Develop curricula specifically addressed to the needs of adult women.	31.7%
37.	Develop a faculty exchange (e.g., between English and Business Administration) for rotating visiting professorships in non-traditional areas.	31.7%
38.	Offer courses in personal development, career development, and confidence-building.	30.5%
39.	Recruit graduate students into non-traditional areas.	30.0%
40.	Provide financial support for staff women who wish to attend classes.	30.0%
41.	Impress the need for equity on Academic Planning and Curriculum committees.	27.4%
42.	Rotate administrative positions.	27.4%
43.	Establish a center for support services for women.	24.2%
44.	Conduct workshops to train women in publishing techniques, research topics.	21.7%

		I consider this important
45.	Designate specific target areas for the appointment of women.	21.0%
46.	Institute policies to facilitate the efforts of women students to secure full and superb faculty credentials.	20.0%
47.	Appoint ombudspersons in several levels and in different areas for equity grievance.	12.9%

Appendix II

Problems of Professional Women Report

PROJECT DELTA REGIONAL LEADERSHIP CONFERENCE

RESULTS OF SPECIAL INTEREST GROUPS ON PROBLEMS OF PROFESSIONAL WOMEN

One session of the Regional Leadership Conference was devoted to an analysis of the professional problems of women in higher education. Participants included women in faculty and administrative leadership roles from a representative sample of institutions of post secondary education in Federal Region VII. The Regional Leadership Conference was the organizing meeting for what was envisioned as an on-going regional network. The discussion of professional issues was designed to help leadership teams define areas of focus for organizing action on their own campuses, and to help establish areas in which mutual support on a regional basis could enhance the leadership potential and performance of participants and their colleagues.

1. Isolation of the Professional Woman

Problem: Women are often isolated in all-male or male majority departments, and are not sought out either from within or from outside of the department. Others are not seeking these women as essential professional contacts.

Solution: Women need to initiate contacts for professional visibility and mobility. They need to develop a system for identifying those who can share information, opportunities and support. They have to find ways to overcome socialized inertia and passivity.

Problem: Women are often isolated from both staff and superiors. They lack ready access to the power in the informal system. They may be resented if they associate with female staff. They may have only limited professional contact with superiors

Solution: Women need to develop support among women colleagues which may cross departmental or administrative boundaries. They need to develop strategies for inclusion in informal gatherings in which rank distinctions are less important. They may need to learn how to join the men at lunch or to jog on the athletic field.

Problem: Access to communication, information and peer relationships may be limited to departmental or administrative unit groups, rather than being system-wide.

Solution: Women need to develop a systems view of the organization. They need to broaden their point of view by rounding out both professional and personal interests. They need to understand the social patterns of male dominated groups. They need to be able to discuss athletics if that is necessary to keep their presence from being intrusive or blocking. They need to show flexibility in their own behavior to encourage men to broaden their role options.

Problem: Women can be kept out of the mainstream because they are overburdened with committee assignments in organizations in which there is an attempt to compensate for the previous under-representation of women in the governance structure.

Solution: Women can be sensitive to achieving a balance between self interest and service by weighing the value of their contributions to the organization and to their own professional advancement.

Problem: There can be a social barrier between the wives of male colleagues and female administrators.

Solution: The female administrator can initiate informal contacts with these women. She can also pursue common interests with these women as she would with any community contact.

Problem: The woman professional who is new to an academic community may have a slower and more painful inclusion process than her male counterpart.

Solution: The new person can try to develop contacts from references from previous colleagues and contacts. Those who are established in the academic community can initiate activities designed to include newcomers. Women who are conscious of developing a support network can invite newcomers to social and campus events. They can plan informal gatherings to start the school year. Women who have worked on search committees can take newcomers under their wing. They can introduce newcomers to colleagues with whom they might share interests.

Problem: There are distinctions between personal and professional isolation. There is often a confusion between a woman's personal and professional associations. Women are sometimes unable to compartmentalize relationships as men sometimes do.

Solution: Women need to be experimental in seeking both professional and personal alliances. They can be self-defining in choosing the degree of commitment they wish to make to professional relationships. Professional support groups are often essential to personal survival in an organization.

2. Professional Organizations as Career Ladders

Problem: Professional women often experience difficulty in attaining roles and visibility in professional organizations such as NAWDAC, AAHE and AREA. They also often lack experience in using such professional affiliations to increase professional mobility within their own university.

Solution: Women need to create mentor/mentee relationships within professional organizations. They need to seek appointments to nominating committees. They need to nominate women who will perform well, and who have a chance to win. They need to publish in the journals of the organizations in which they wish to hold office.

Problem: The power structure within professional organizations often seems exclusive. The barriers do not seem permeable to newcomers.

Solution: Women who are active in such organizations need to begin to initiate search for mentees as men do. They need to expand their reference group to a professional rather than a local identification. Such leaders need to become more conscious of their responsibilities as role models to young aspirants.

Problem: Women who attain recognition and responsibility in professional organizations often succumb to the pressure to behave as tokens by serving as a representative of "all women" and by adhering to male dominance within the group.

Solution: Women need to recognize their responsibility to advocate equity principles and to continue to work to include more women in the decision-making process. They need to resist adhering to the belief that their own inclusion represents the attainment of equity.

3. Professional Development: Publication, Paper Presentations, Grant-Writing

Problem: It is difficult for the inexperienced grant writer to learn the basic principles of grant writing.

Solution: Professional women need to learn to initiate grant-writing projects. They can then assemble a committee of experts to share ideas, skills and development activities which result in funding and in organizational readiness for implementation. In addition to working with experienced grant-writers, women professionals can follow the progress of funded grants on their own campuses. They can offer to serve on advisory boards or as consultants to these grants. They can increase their knowledge of grant administration as a technique for preparing for grant application. They can also read grant regulations in their own fields, and in interdisciplinary fields. Grants often require team work. Women need to be available to function as part of the teams which are being formed. Women can study the subject of grant-writing as an academic subject.

Problem: It is difficult to understand the principles of grant-writing which contribute to funding success.

Solution: Most publications on successful grant-writing, as well as most proposal regulations stress the definition of clear, measurable and needed outcomes which are replicable. Most reviewers prefer clear, concise style which is free of jargon. Reviewers also want clear information on the qualifications of the sponsoring institution and the proposed staff. They want a clear, bare-bones budget. They are looking for projects which will reflect well on the funding agency, and which will contribute to the public good. They seek integrity, relevance and expertise.

Problem: It is difficult to understand how to organize the grant-writing project to increase the odds for funding.

Solution: It is important to allow sufficient time to gather information, develop consensus on goals and objectives among the proposed staff, and to do thorough research on the needs of the target audience or the area of research. It is important to tap experts for specialized input. It is important to develop administrative support within the institution so that the grant can be seen as contributing to the mission of the institution, rather than as draining resources from the staff, activities and mission.

Problem: It is difficult to plan successful publication strategies.

Solution: Professional women can develop a support network to enhance their success in publication as well as in other areas of professional development. They can seek the editorial assistance of their peers and mentors. They can collaborate on publications projects. They can be selective in the choice of journals to which they submit their work. They can become familiar with the focus, editorial policies and style of the journals to which they submit. They can use the editorial suggestions from rejections to improve their writing. They can solicit criticism from peers prior to submission.

Problem: It is difficult to expand one's range of publication opportunities.

Solution: Professional women can increase their risk-taking behavior and initiation behavior. They can become more creative in seeking new areas of professional development. They can volunteer editorial assistance, consulting assistance and collaborative activities to their colleagues. They can volunteer to do book reviews and abstracts for journals of their professional associations. They can develop short-term and long-range publication goals. They can work on more than one publication goal at a time.

Problem: It is difficult to get recognition for publications.

Solution: It is important to know how to call the attention of one's colleagues and superiors to one's publications. In addition to using the existing merit system for recognition, one can seek editorial assistance or collaborative activities from these peers. One can also offer such editorial assistance to those who, because of their rank and status, may be limited in their ability to seek assistance.

Problem: It is difficult to increase one's acceptance rate for presentations of papers.

Solution: Again, it is important to develop a support network to increase professional development opportunities in the presentation of papers at professional conferences. Women professionals can seek the assistance of successful presenters, asking for tips on understanding the audience, on the use of visual aids, handouts and statistical data. They can also seek audiences whom they can use for rehearsals. They can ask colleagues to criticize these rehearsals. They can tape their rehearsals to become better self-critics.

4. Affirmative Action: Problems and Possibilities

Problem: The Affirmative Action officer is often isolated from support which would enhance the effectiveness of Affirmative Action policies.

Solution: Women can develop support for Affirmative Action by forming either formal or informal advisory units to the Affirmative Action office. Women can actively support Affirmative Action policies in their professional and committee roles. They can volunteer to serve on search committees. They can monitor the system for openings and can utilize professional organizations and regional and national networks to increase the recruitment of women for those openings.

Problem: Grievance procedures are often inadequate or are inadequately implemented. There is often a discrepancy between the way procedures are implemented for administration, faculty, staff and students.

Solution: An open communication system is most effective for correcting inadequacies in procedures, implementation or differential application of procedures. Communication processes can be opened by innovative measures such as brown bag lunch discussions of the topic, the publication of an Affirmative Action newsletter, and distribution of opinionaires to measure progress. Programs which have as their mission the correction of inequities can share their visibility and legitimacy with Affirmative Action.

Problem: Even though Affirmative Action policies are in effect, it is often difficult to discern changing attitudes in personnel and in the student body.

Solution: Women and minorities can collaborate to plan educational activities to explore and explain the principles of racism, sexism and elitism. They can educate peers and students on the legal ramifications of discrimination. They can publicize policies and decisions which contribute to the correction of discrimination.

Problem: Under represented groups often divide rather than uniting.

Solution: Women and minorities can engage in information sharing and in collaborative monitoring and educational efforts to increase their mutual power.

5. Strategies for Career Mobility

Problem: Women sometimes have special problems developing a career overview.

Solution: Women need to be continually involved in self development and self assessment. They need to continually do homework for present and future positions. They need to expand their options through reading, through accrediting new accomplishments, through career counseling and through careful analysis of potential opportunities for advancement. Women need to seek the assistance of peers and mentors for career planning. They need to sponsor career planning seminars. They need to have counseling help in preparing resumes, rehearsing interviews and seeking opportunities. In a sense, every professional needs to become a skilled career counselor.

Problem: Women are often trapped by the limited career mobility associated with employment at a particular type of institution.

Solution: Women need to seek associations with professionals in other types of institutions. They need to seek program appearances, consulting opportunities and informal associations which may increase the range of their opportunities. They need to engage in projects defined by regional rather than institutional type boundaries.

Problem: Women often wonder how employable they are in other careers.

Solution: Consulting activities, publications and community service can all increase one's access to related career paths.

Problem: It is important to understand the politics of career advancement.

Solution: It is important for the professional to plot the career development of those holding the positions to which one aspires. It is also important to develop vita breadth so that additional paths open to one as one advances.

Problem: It is difficult to anticipate the interview and selection processes when one is interviewing for a new position.

Solution: Membership on search committees provides good preparation for this aspect of career development. Professionals who actively engage in career development processing with colleagues can rehearse interviews, and can learn to anticipate search committee concerns. It is important to learn as much background information regarding the institution and the position as possible.

Problem: Women often find themselves limited by invisibility, tokenism, and dead-end positions.

Solution: Women can claim more power in the selection process by becoming active in nominating other qualified women, by keeping in touch with existing networks, by forming networks where none exist, and by continually monitoring the system for openings. Women can overcome their sense of their own limitations by learning to nominate themselves, by becoming more visible in committee activity, in publishing and in university governance and community activity.

Problem: Women are often limited by being place-bound rather than by being career bound.

Solution: It is important for women to explore alternatives through close association with others who have experimented with commuting, with alternating location choice between husband and wife, and with other compromises which increase mobility. Additionally, it is important to take a lifespan view of one's mobility rather than to assume one's situation will remain unchanged. Those who lack geographical mobility can create more innovative approaches to organizational mobility.

Problem: Women often experience role conflicts resulting from home/family/career.

Solution: Women need to actively develop support for resolving such conflicts. Current research indicates that women professionals experience higher degrees of role satisfaction in family, interpersonal and professional roles than do men. This evidence suggests that conflict may be associated with satisfaction. It is important for women to recognize the benefits of developing role flexibility.

Problem: Women often have to overcome special problems related to sensitivity to personal issues such as those related to age discrimination, to personal insults, and to other assertiveness issues.

Solution: Women need to undertake group and individual study of the socialization process they must overcome in order to internalize a new, positive self image. Support groups are now giving women new skills in coping with personal growth.

6. Leadership Skills

Problem: It is difficult to set objectives which can be implemented.
Solution: Objectives which are made by consensus are often more easily implemented than those which come down from a designated leader to those who are to do the implementing. When objectives are created in a collaborative process, the participants can identify those congruent with their own skills and interests.

Problem: Committee membership sometimes poses more difficulties than committee leadership, in that it is more difficult to organize the meeting and to encourage other committee members to become actively engaged in the committee mission.
Solution: As a committee member, one can ask that minutes include only decisions made and names of those responsible for implementing decisions, along with the deadline for the implementation. It is important that absences not be allowed to slow down the decision-making process.

Problem: Women often find they have fewer opportunities for leadership experience than they wish.
Solution: Leadership experience can be increased for those who are willing to actively seek committee experience, by nominating themselves, by making their interest in particular committee assignments known to those who make the appointments, by sitting in on committees involved in decisions in which they have an interest. Women can also find mentors who play leadership roles in areas of special interest. Leadership training programs sponsored by post-secondary educational institutions and by professional associations often provide not only training, but institutional awareness of one's potential mobility.

Problem: The acquistion of budget skills is often difficult for women to obtain, since they are more likely to be in positions in which they lack budgetary control.
Solution: Women can seek positions which require budgetary decisions. Sometimes this experience can be obtained in professional or community organizations. Budget skills can be acquired through academic study. Astute professionals gather as much budget information on their own institutions as possible. Such information is es-

sential to the development of a systems view of the institution. The budget expresses the priorities of a given institution. It is important to develop an overview of the changing trends in institutional mission as revealed in the budget. Sensitivity to the financial priorities of the institution will enable one to anticipate areas of possible professional development which will increase one's value to the institution. Politically, one can work to increase the congruence between the institutional mission and the budgetary priorities.

Problem: Professionals often have problems finding the necessary time to devote to planning and priority setting.

Solution: It is important to be able to ask for time and to consider it a legitimate priority when good ideas, requests, assignments come to one. It is important to be able to predict the amount of time, energy and personal commitment each assignment or project will demand. It is important to keep personal priorities assessed so that one knows when to accept new challenges and when to wait.

7. Effecting Institutional Change

Problem: It is important to develop a process for identifying goals and philosophies.

Solution: It is important to devise both a strong and a hard data base and a published time schedule for change. It is important to do the homework necessary for a strong presentation of the case for change, and have a number of alternative plans in mind. It is important to be willing to work for high goals in order to achieve medium goals.

Problem: It is important for leaders and for institutions to learn to initiate rather than to respond.

Solution: It is possible to develop the ability to anticipate problems, and to plan alternative courses of action.

Problem: Change agents must always learn to deal with those who resist change.

Solution: Change agents need to identify persons with the will and the power to effect and support change. They need to know how to present the benefits of change in positive ways that reduce resistance. They need to know how to reduce the threat to resistors, and to see what is at stake with resistors. They need to take the time to work with individuals, exercising patience and persuasion.

Problem: Many changes are blocked because of financial limitations.

Solution: Many are. On the other hand, many changes never go beyond the "what-if" phase because change agents are often uncertain about the cost benefits of uninvestigated changes.

It is important to study peer institutions, professional literature and conference proceedings to become acquainted with the implementation techniques possible for any given change.

Problem: The absence of on-going evaluation procedures often inhibits institutions from engaging in the identification of needed changes.

Solution: One can often encourage committees to undertake the gathering of data essential to development. It is important for institutions who face enrollment declines, inflation problems, or other financial exigencies to be pro-active in planning. Higher education is going to become more evaluation oriented in the future. The administrator or the faculty leader who develops evaluation skills will become more valuable to the institution.

Problem: Women find it difficult to advance in institutions in which there are no women in central administration.

Solution: Some institutions are so resistant to change that upwardly mobile women reach a plateau from which they move to another institution. Such women often observe that they have prepared the institution to consider women simply by their action of having moved upward and elsewhere.

Problem: What techniques can one use to help an institution to overcome its resistance to change?

Solution: External funding, consultants from elsewhere, special interest groups formed within, careful reading of external forces for change, and the study of change as an academic subject all play a part in changing the climate for change.

Problem: Some women report that they cannot act as change agents without fear of reprisal. They often feel that they are required to be even more conforming than men.

Solution: There is no question but what there are double standards of role expectations which affect the way in which women will be reinforced for working for change. The subjects of leadership style, of effective change agent behavior and of patterns of social change are major subjects. The investigation into these areas of study has just begun. Women can become researchers of their experience. They can form support networks to share as much of their experience as possible with other women. They can share the wisdom of their struggles with each other and with their colleagues.

Appendix III

Evaluation Report

EVALUATION REPORT

by

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Evaluation of First Year Workshops

Overall, the participants viewed the personal aspects of the workshops in a positive way. Participants expanded their perspectives of themselves and of women colleagues. Approximately 70% of the women saw the workshops as relating to their personal concerns, and over 80% saw them as relating to their professional concerns. Percentages related to the participants' increased sense of personal and professional worth were somewhat lower, which was frequently explained in the "comments" section of the questionnaire as being due to the fact that participants had a sense of their own personal and professional worth prior to attending the workshops. Concerns were often related to their perception of others' recognition of their personal and professional worth. Through the year, almost 80% of the participants developed new goals for themselves.

A further illustration of the interest in the workshops was the large percentage of participants wishing to have an ongoing relationship with DELTA through participation. Of those responding, 73.3% indicated that they hoped for ongoing participation. Almost 60% of those participating reported seeing new ways in which they could become effective in bringing educational equity to the campus. This becomes more significant when one considers that the response indicated a willingness to become more active. For a number of women, this may be a first step in helping shape their own and other women's futures.

Over 90% of the participants felt the workshops facilitated group interaction. Workshops were designed to give participants opportunities to voice their views and to play leadership roles. About 90% also saw the activities as appropriate to the program. About 80% of the participants saw the programs as being well-organized. About 50% of the participants saw the timing of the programs as appropriate, while about 30% were not sensitive to the issues of timing.

In general, the responses to the workshops indicate that they were responsive to personal and professional concerns of participants. Participants were able to set goals for themselves and to move from these goals to focus on goals for equity. Also, the workshops seemed appropriate and well-organized for the expressed goals of Project DELTA. Evaluation data indicates that the program has been effective to date.

As the program progressed, people participating became aware of general equity concerns. As this concern developed, they expressed a need for more skill development and for taking a more active role in implementing goals related to equity. (See Table 1)

Evaluation of Second Year Workshops

From the workshop evaluations the data was gathered to determine the effectiveness of the workshops presented. Eighty-one percent of the participants felt that the workshops related to their personal concerns in a positive way. About 70% indicated that the workshops related to their professional concerns positively. Through participation in the workshops, about 68% found that their personal worth was enhanced and 55% were able to identify new goals for themselves. Ninety-one percent of the individuals felt that the workshops were well-organized and 77% indicated that the timing of the workshops was convenient. From the workshop experience, 64% of the attendees felt they had learned new ways to facilitate equity, and 87% wished to continue their involvement with DELTA projects. (See Table 2)

The individual workshops had very positive responses. Each leader was seen as effective by about 90% or more of the participants. Similarly, the sessions were felt to be appropriate for Project DELTA by 88% to 95% of the attendees.

Overall, the responses of the Project DELTA participants were very positive. To arrive at a further understanding of what was happening to the individuals, several of their comments are listed:

"I'll definitely pursue a master's degree."

"I got information which will be very useful in my teaching."

"New techniques for dealing with being the only woman at a meeting."

"I realize how critical it is to set your goals and just not let your life adapt to what comes your way."

"I'm making an examination of my values and role as a person."

"I'm leaving and going on to get my Ph.D.."

"I'm setting up a real network."

"I'm going to be less emotional and better prepared in some stressful areas."

Evaluation of the Regional Leadership Conference

Each Regional Leadership Conference participant was given an evaluation form to help in the determination of the effectiveness of the conference and materials. The first area to be considered is the manual, Design for Equity: Women and Leadership in Higher Education. Eighty percent of the

attendees felt that the manual helped them in preparing for the conference. In addition, over 91% of the participants felt that the manual provided an overview for understanding the need for leadership equity in higher education. The manual was helpful to 52% of the women in assessing their own leadership aspirations and opportunities. The response to the manual was very positive, with many of the participants requesting extra copies or asking where they would be able to purchase copies of the manual. (See Table 3)

The benefits of the conference to the individuals seemed to indicate positive results to them personally and professionally as well as to their institutions. About 80% felt that the conference had been useful to them in terms of their personal concerns. Further, 83% suggested that the conference had been useful to them in terms of their professional concerns. Almost 70% saw the conference as a way of focusing on methods to facilitate equity and about two-thirds identified goals which they intended to implement at their institutions. These last two statements are important for they indicate that capacity-building for the model has been initiated. Also, 58% of the women had identified new professional goals for themselves. One of the most significant aspects, and a factor which could have long-range impact, was that over 91% of the participants felt that a regional professional network had been developed. A number of the women began sharing information about positions which were available, or which would become available, for those women interested in looking for new jobs. They were giving the new network immediate business.

The individual sessions were rated from 100% positive responses to a low of 23%. As the sophistication of the audience was high, and its exposure to many different programs and conventions was above average, this result could be anticipated. The participants seemed most responsive to the speakers who had national reputations and were well-known in higher education. The participants were less happy with small groups and self-leadership. This may be attributed to the fact that most of the women are leaders on their own campuses, and when in the group, felt that they should have the leadership, or were less willing to permit a peer to have the leadership. The minority panel of the conference brought frustration to many of the women, for they wished to share in the concerns of minority women, but were not given suggestions or recognized as understanding the problem. The group was very enthusiastic about Barbara Uehling's presentation, "The Woman Professional: Which Way Is Up?" and Jane Trahey's speech and discussion concerning power.

From the comments section of the evaluation, several statements were selected which represent the majority of the participants' opinions:

"After two years workshopping, plus giving thought to these issues constantly in a variety of contexts, I sort of doubted I would find any-

thing new in an extended experience of this kind. I was wrong--I have had several valuable 'epiphanies,' refinements of earlier perceptions and acquired a few new techniques that will be useful to me personally and professionally. . . ."

"Appreciate having DELTA as a model."

"Networking system beginning a positive step--knowing other women administrators is both helpful in a practical way and personally inspiring (role models)."

"I'm stimulated for my personal growth and growth for our institution."

"A really stimulating group of participants and speakers!"

"The staff and resource people were excellent."

"You brought to closure a most meaningful and complicated event. The diversity of backgrounds in the participants was both a strength and a weakness; a strength in that it provided interaction at a personal and professional level between women in the academic and non-academic areas of the University family and at various levels of their career development; a weakness in that the diversity made it difficult to establish a strong peer base with whom more specific and particular professional problems and possible solutions could be shared."

A further comment which a number of the participants mentioned was related to the length of time for the conference. Several recommended a shorter conference; however, they usually qualified their statement with a question as to whether or not the program could have been presented in a shorter time frame.

An important validation for the model presented, which clearly shows in the data, is that the responses of the local participants and the regional participants to the same personal questions show similar results. For example, "the workshop or conference related to personal concerns," was true for 81% of the local participants versus 80% for regional participants; "helped me identify new goals," 55% for local participants versus 58% for regional participants; "focused on ways to facilitate equity," 64% for local participants versus 68% for regional participants. Considering the differences in the groups, this data becomes significant replication.

Overall Evaluation

This evaluation was made through interviews with each of the advisory board members. This group was involved in the project for two years and probably has a broader view of the project than any other persons, whether participant or observer. The members of the advisory committee were asked the following questions: 1. What do you see as the strengths of the program? 2. What do you see as the weaknesses of the program? 3. What do you feel the long-range impact of the program

will be? 4. Is the model developed at Wichita State University exportable to other campuses, and if it is, under what circumstances? 5. What is the effect of the program on minority women? 6. Did the campus workshops help in the planning of the Regional Conference? 7. What general comments do you have to make about the program? Finally, each was asked for an overall evaluation on a scale from one to five with five being high.

In drawing the material together the following topics were used: the leadership of the project, the effects on the women and men, the program, and the institution. From these topics, the strengths, the weaknesses and the impact of each will be summarized.

The Staff

First, the staff leadership of the project will be viewed from the eyes of the advisory committee. The strength of the staff was that it had an attitude which made the project acceptable to the campus. This was important as many of the advisory committee were concerned that the program would be revolutionary in nature and this frightened them. Descriptions of "not offensive" and "non-militant" were used to differentiate the project from what are feared by society as some aspects of the women's movement. Also, they felt the staff of the project was dedicated and hard-working. Throughout the duration of DELTA, the advisory committee was able to note growth in the staff members who were responsible for the project. As the project progressed, the staff took more leadership and found it was less dependent upon the advisory committee. The members of the campus community supported and respected the staff. This became exceedingly important as the project developed a high degree of visibility on the campus. The director and her staff maintained an appropriate image for the examination of and commitment to equity, which by most was considered a delicate issue.

The Women

The women on the Wichita State University campus probably derived the most benefit from Project DELTA. The women on the campus changed their attitudes about themselves--they were able to make self-assessments and, from these, raise their aspirations and set new personal and career goals. Through the project they were able to learn new skills and concepts and find a supportive atmosphere in which to practice them. A network of women was formed on the Wichita State University campus and an awareness of the resources of the other women on campus was developed. Women came together without a crisis situation, to help and support each other, and to discuss issues. A forum was thus provided on the campus. The administrative role became an acceptable role for women to expect of themselves. Administrative skills were learned, shared, practiced, and expected by

other members of the university community. Competent women became visible in the university setting--Wichita State University became aware of its women. Women came to DELTA for many concerns; i.e., job problems, equity, and they were able to find help and solutions in the university.

The weaknesses of the project for the women were that not all the women on campus were changed--not all of the women were able to internalize the values of the project and the learning they were gaining. Further, not all of the women participated in the project--all faculty and professional women were invited; however, a number did not become involved. A number of students, community people, and classified people would have liked to be invited, but were not. Some minority women and some successful women did not feel that the project met their needs.

The long-range impact for the women is that they have developed a new sense of themselves which will make them more effective in their present positions, in committee responsibilities, and in higher positions when they become available. A number of the advisory committee were anticipating the development of a plan for the university to enhance the opportunities for women and ensure equity. The women have grown through the two years of the project; they have become more assertive and have set new goals for themselves; they have been employed in a few entry level administrative positions; and the women on campus have a strong network. The advisory committee saw the prospects as excellent for the future of the women on the Wichita State University campus.

The Men

The male administrators on the campus also experienced change. They became more aware as reflected in their conversations and behavior towards women; they showed an increase in sensitivity and responsiveness to the needs of women. The men had a number of opportunities for learning and for trying out some of their new understanding. The men had their thinking challenged and found some new solutions to problems of equity within the university.

The weaknesses in the program for men were that there were not enough opportunities for the men to participate. A number of sessions built the support of the men, but more follow-up was needed for them. Although the men were exposed to a lot of information, the question arises as to whether the objectives of the program have been internalized by them.

The long-range impact of the program for the men will be dependent on the degree to which they are committed to equity and the amount of true change which has occurred. Some men see the need to include women on the "Old Boy" network and are willing to take steps to include the women.

The men have grown through the experience of Project DELTA and are beginning to understand the language of aspiring women.

The Program

Two of the strengths of Project DELTA are its products, the manual, and the tests. These two products will have nationwide appeal to a broadly-based audience in higher education. Another strength of the program was the liaison with the Kellogg program, one result of which was the selection of five women interns, giving them an opportunity to test their interest in administration by working with a person who is presently in an administrative position. The program was carried out in a professional style and programs were always well-organized and well-planned with speakers and facilitators who were excellent in their fields. The individual sessions were open to everyone, and the recruitment for them was done in a positive manner. Finally, the program made people aware of the problem regarding equity on the campus.

Weaknesses of the program were listed as a possible communication problem early in the project, and a question regarding the strength of the people being brought in as role models.

The manual and the tests will have obvious long-range impact. Also, the project set models for collaboration and cooperation between men and women. This style of men and women working together will be ongoing for the university not only in this setting but in many others.

The Institution

For the institution, one of the foremost strengths is the fact that Wichita State University had the project and that the facilities and the resources were made available. Project DELTA gave visibility to women and legitimized their leadership role throughout the campus; thus, the university learned more about the female part of the university resource. The institution gained regional and national recognition from the program. Also, a number of university problems and concerns were solved through the Project DELTA experience.

The only weakness listed, which may also serve as a suggestion for the future, was the need to institutionalize DELTA processes.

The long-range impact for the institution is the beginning of an androgynous system which seems to be the most appropriate kind for an educational setting. Also, placing a woman in a high-level administrative position should occur within the next two to five years. Since there were no vacancies in a major administrative position during the duration of Project DELTA, no appointments of women could be made. The

institution, however, has recognized the problem of "no women" in the central administration and the deans' positions. Having Project DELTA at Wichita State University gave the impetus for the state of Kansas to approve the Center for Women's Studies at the institution. There was a feeling from the various male members of the advisory committee that an institutionalized commitment to women had been made. In addition, the institution has tapped into a network of resource people which may have further implications for the university.

An Exportable Model

The advisory committee unanimously agreed that an exportable model had been produced; however, a number wished to suggest qualifications and others wished to state why they felt positively. The qualifications were that at any institution the program would need leadership and support from the institution, preferably from the president, and those sponsoring the project would need to be diplomatic. Also, the program would have to develop within the climate of the campus and be structured to fit the particular environment.

Minority Women

All minority women were invited to all functions and extra efforts were made to ensure their involvement. Minority women at Wichita State University comprise 8% of faculty and administrative women; and, 6% of the participants in DELTA on-campus events for women were minority women. There were some good results with the minority women; however, the results did not seem to be commensurate with the effort. A number of minority women did not identify with the group "women" for they did not feel that they would be able to gain from the experience. They were distrustful of the program as an artificial environment for sharing; rather, they prefer a natural development of relationships outside any predetermined format where white women may learn what black women have to offer. The issue of "racism" continues to arise; it seems that more time will be required before the trust level for maximum participation can occur.

Staff Statistics:

		1st year	2nd year
Professional Staff*	white men	2	2
	white women	4	4
	minority women	1	3

Staff Statistics: (continued)

		1st year	2nd year
Administrative Staff	white women	1	2
	minority women	1	0
Advisory Committee**	white men	3	3
	minority men	1	0
	white women	3	2
	minority women	1	1
Adjunct Staff***	white men	2	0
	white women	20	6
	minority women	1	1
External Consultants	white men	1	1
	white women	4	6
	minority women	0	1

Workshops on Campus and the Regional Leadership Conference

The advisory committee unanimously felt that the campus workshops were preparatory for the Regional Leadership Conference. The Regional Conference was the culminating activity for the two years of Project DELTA. There were some differences in the audiences of the two groups. The conference participants held higher-ranking levels than the campus participants; however, this was by design. The Regional Conference attendees had more experience and sophistication than the campus group, again by nature of the two groups. On campus there was a self-selection process

*Excluding one-time only honoraria recipients
**Excluding ex-officio professional staff
***Once only consulting honoraria

for each event, while at the Regional Conference the participants were expected to attend all of the sessions. The Regional Conference was composed of about one-third faculty, one-third adminstrators, and one-third people with faculty and administrative responsibilities. The Wichita State University group was primarily faculty.

The comparative results for the groups on the reactions to the various personal sections of the evaluation for workshops and the conference were very similar, which may suggest that the needs and responses to equity by women are the same, regardless of level.

Final Comments

The comments included statements like, "I'm glad it happened," "It was worth the time, money and effort," "The program needs to be continued," and, "Success will bring more success." A recommendation was made that a report should go to the faculty and administration which would include steps for moving forward.

On a scale of one to five with five as high and one low, the advisory committee gave the project a composite rating of over four (4.2).

In conclusion, the goals of the project were met. The environment at Wichita State University is more positive towards women in administration. The leadership and administrative skills of women have been developed through workshops on the campus and in the Regional Leadership Conference. The workshops, the Kellogg internships, the conference, the manual, and the tests will provide and have provided supportive services for women pursuing careers in academic administration, and will be a basis for the dissemination of the activities of Project DELTA. If women can reduce the barriers to administrative positions, this will happen soon. As the advisory committee projected, a major position will go to a woman at Wichita State University in two to five years. The groundwork has been laid to change attitudes and develop awareness. The equity model, the manual, Design for Equity: Women and Leadership in Higher Education, and the tests, are the major activities as described in the proposal, and all are now complete.

Table 1

Evaluation of First Year Workshops

	Positive	Neutral	Negative	Total
PERSONAL				
Workshop relates to personal concerns	(82) 70.69%	(22) 18.97%	(12) 10.34%	(116) 100%
Workshop relates to professional concerns	(95) 81.90%	(14) 12.07%	(12) 10.34%	(116) 100%
Workshop enhances personal & professional worth	(51) 57.96%	(21) 23.86%	(16) 18.18%	(88) 100%
Workshop helped identify new goals for self	(55) 46.61%	(38) 32.20%	(25) 21.19%	(118) 100%
ORGANIZATIONAL				
Workshop well - organized	(72) 82.76%	(8) 9.20%	(7) 8.04%	(87) 100%
Workshop facilitates group interaction	(77) 90.59%	(4) 4.705%	(4) 4.705%	(85) 100%
Workshop fulfilled activities & goals of program	(106) 89.83%	(8) 6.78%	(4) 3.39%	(118) 100%
Timing of workshop convenient	(74) 58.73%	(42) 33.33%	(10) 7.94%	(126) 100%
EQUITY				
Workshop focuses on ways to facilitate equity	(70) 58.33%	(30) 25.00%	(20) 16.67%	(120) 100%
Desire for participation in other DELTA projects	(88) 73.33%	(21) 17.50%	(11) 9.17%	(120) 100%

Table 2

Evaluation of Second Year Workshops

	Positive	Neutral	Negative	Total
PERSONAL				
Workshop relates to personal concerns	(54) 81.82%	(8) 12.12%	(4) 6.06%	(66)
Workshop relates to professional concerns	(46) 69.70%	(16) 24.24%	(4) 6.06%	(66)
Workshop enhances personal & professional worth	(44) 67.69%	(18) 27.69%	(3) 4.62%	(65)
Workshop helped identify new goals for self	(35) 55.55%	(20) 31.75%	(8) 12.70%	(63)
ORGANIZATIONAL				
Workshop well-organized	(60) 90.90%	(3) 4.54%	(3) 4.54%	(66)
Timing of workshop convenient	(50) 76.92%	(12) 18.46%	(3) 4.62%	(65)
EQUITY				
Workshop focuses on ways to facilitate equity	(42) 64.61%	(16) 24.62%	(7) 10.72%	(65)
Desire for participation in other DELTA projects	(57) 87.69%	(6) 9.23%	(2) 3.08%	(65)

(Table 2 continued on next page.)

Table 2

Evaluation of Second Year Workshops

(Continued from previous page)

		Positive	Neutral	Negative	Total
		INDIVIDUAL WORKSHOPS			
Kosinar:	leader effective	(21) 95.45%	(0) 0%	(1) 4.55%	(22)
	appropriate for DELTA	(21) 95.45%	(0) 0%	(1) 4.55%	(22)
Moore:	leader effective	(26) 96.29%	(0) 0%	(1) 3.70%	(27)
	appropriate for DELTA	(25) 92.60%	(1) 3.70%	(1) 3.70%	(27)
Farrell:	leader effective	(15) 88.24%	(1) 5.88%	(1) 5.88%	(17) 100%
	appropriate for DELTA	(14) 87.50%	(2) 12.50%	(0) 0%	(16) 100%

Table 3

Evaluation of the Regional Leadership Conference

	Positive	Neutral	Negative	Total
MANUAL				
1. Preparation for conference	(36) 80%	(6) 13.33%	(3) 6.67%	(45)
2. Overview of need in higher education	(42) 91.30%	(4) 8.70%	(0) 0%	(46)
3. Helped assess personal leadership aspirations	(24) 52.17%	(19) 41.30%	(3) 6.52%	(46)
PERSONAL RESULTS OF CONFERENCE				
4. Useful for personal concerns	(38) 79.16%	(5) 10.42%	(5) 10.42%	(48)
5. Useful for professional concerns	(40) 83.33%	(4) 8.33%	(4) 8.33%	(48)
6. Helped focus on ways to facilitate equity	(32) 68.08%	(10) 21.28%	(5) 10.64%	(47)
7. Identification of new professional goals	(28) 58.33%	(11) 22.91%	(9) 18.76%	(48)
8. Identification of goals to be implemented at my institution	(32) 66.67%	(10) 20.83%	(6) 12.50%	(48)
9. Identification of professional network	(44) 91.67%	(4) 8.33%	(0) 0%	(48)

(Table 3 continued on next page)

Table 3

Evaluation of the Regional Leadership Conference

(Continued from previous page)

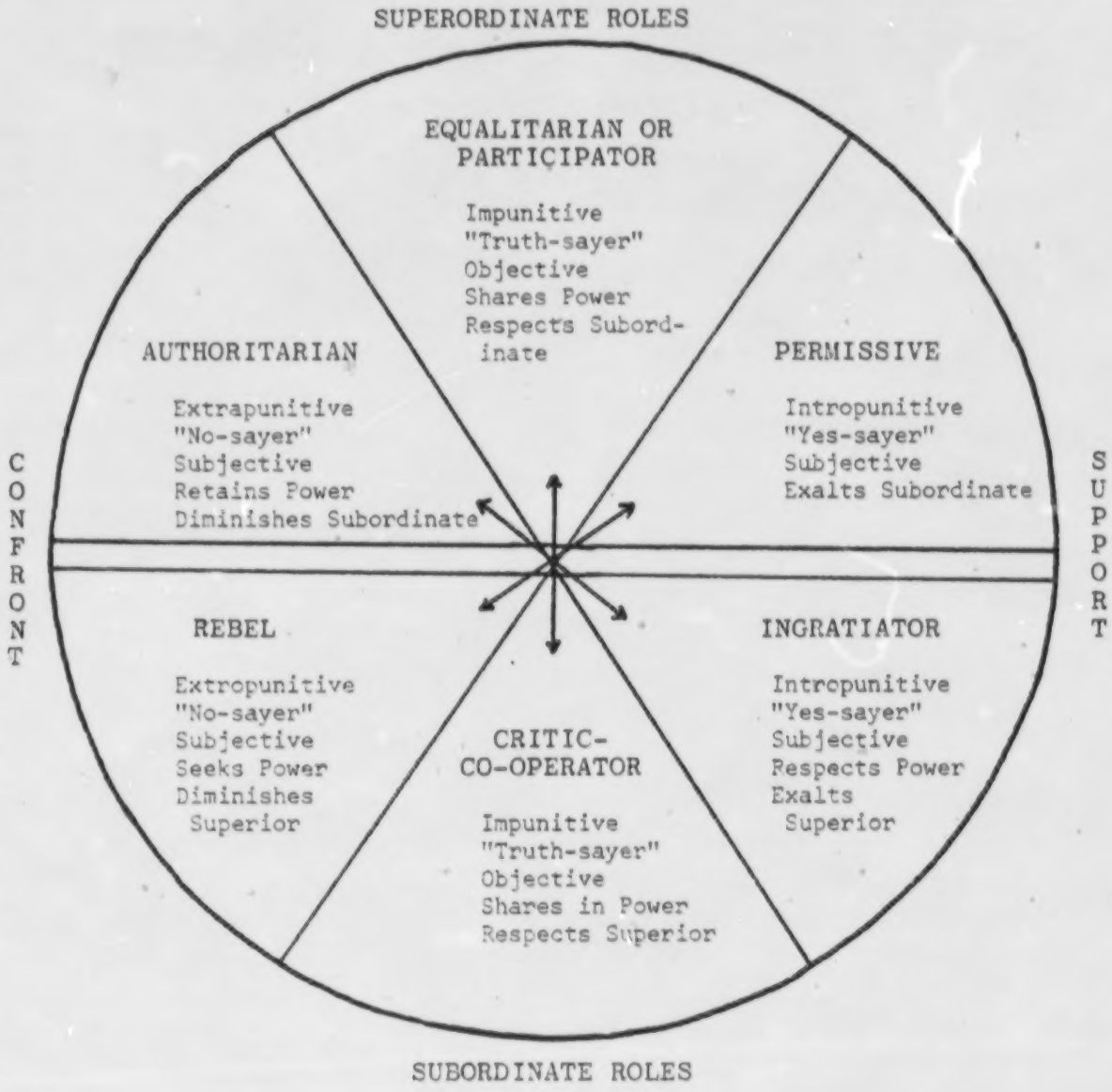
	Positive	Neutral	Negative	Total
EVALUATION OF EVENTS				
10. Women and Leadership	(33) 75%	(8) 18.18%	(3) 6.82%	(44)
11. Personal Leadership Assessment	(19) 45.24%	(12) 28.58%	(11) 26.19%	(42)
12. The Female System: The White Male System	(29) 65.92%	(10) 22.72%	(5) 11.36%	(44)
13. Role Conflict: Male and Female Values in the System	(20) 42.55%	(10) 21.28%	(17) 36.17%	(47)
14. Stress Assessment-- Stress Management	(18) 38.30%	(13) 27.66%	(16) 34.04%	(47)
15. On Women and Power	(38) 80.85%	(4) 85.11%	(5) 10.64%	(47)
16. Activities Concerning Power Issues	(38) 80.85%	(5) 10.64%	(4) 8.51%	(47)
17. Minority Women	(10) 23.26%	(9) 20.93%	(24) 55.81%	(43)
18. The Woman Professional: Which Way Is Up?	(47) 100%	(0)	(0)	(47)
19. Small Group I	(24) 55.81%	(12) 27.91%	(7) 16.28%	(43)
20. Small Group II	(17) 39.53%	(17) 39.53%	(9) 20.94%	(43)
21. Action Planning	(22) 64.70%	(6) 17.65%	(6) 17.65%	(34)

Appendix IV

Research and Testing Results

FIGURE 1: A HEURISTIC MODEL FOR PREDICTING SUPERORDINATE AND SUBORDINATE ROLE BEHAVIORS

(Sweney, 1970)



Direct Reinforcement--The subject perceives that he or she has been rewarded for having engaged in the described behavior.
Indirect Reinforcement--The subject perceives that others have been rewarded for having engaged in the described behavior.

TABLE 1

PRM
Means for National Standardization Sample
N = 853

SCALE	Fem.Ad.	Fem.Fac.	Male Ad.	Male Fac.
1. Direct Reinforcement, Authoritarian	23.35	23.63	23.54	24.58
2. Direct Reinforcement, Equalitarian	39.50	39.27	39.25	38.38
3. Direct Reinforcement, Permissive	28.10	27.24	27.69	27.17
4. Direct Reinforcement, Rebel	28.33	27.06	27.85	28.33
5. Direct Reinforcement, Critic	43.89	42.36	42.67	41.81
6. Direct Reinforcement, Ingratiator	19.00	19.77	20.23	19.39
7. Indirect Reinforcement, Authoritarian	31.26	31.08	31.00	31.65
8. Indirect Reinforcement, Equalitarian	45.39	45.75	44.87	43.97
9. Indirect Reinforcement, Permissive	28.07	27.67	28.22	27.23
10. Indirect Reinforcement, Rebel	17.28	18.10	17.62	17.99
11. Indirect Reinforcement, Critic	33.40	32.02	33.07	32.28
12. Indirect Reinforcement, Ingratiator	34.25	33.59	34.37	33.83

TABLE 2

PRM
Standard Deviations for National Standardization Sample
N = 853

SCALE	Fem.Ad.	Fem.Fac.	Male Ad.	Male Fac.
1. Direct Reinforcement, Authoritarian	4.39	4.26	4.53	4.35
2. Direct Reinforcement, Equalitarian	3.70	3.69	3.83	3.69
3. Direct Reinforcement, Permissive	2.58	2.36	2.45	2.27
4. Direct Reinforcement, Rebel	4.73	4.29	4.36	4.02
5. Direct Reinforcement, Critic	3.39	3.54	3.73	3.88
6. Direct Reinforcement, Ingratiator	3.51	3.77	3.63	3.56
7. Indirect Reinforcement, Authoritarian	4.28	4.32	4.94	4.65
8. Indirect Reinforcement, Equalitarian	4.33	4.10	4.37	4.05
9. Indirect Reinforcement, Permissive	2.60	2.80	2.89	2.73
10. Indirect Reinforcement, Rebel	2.64	2.55	2.65	2.90
11. Indirect Reinforcement, Critic	3.62	3.67	3.53	3.46
12. Indirect Reinforcement, Ingratiator	3.93	3.85	3.53	3.48

TABLE 3

Characteristics of Past Reinforcement Measurement
N = 703

	SCALE	# of Items	Scale Mean	St. Dev.	Cronbach Alpha	Saturation h^2 (%)	Self Appreciation
1.	Direct Reinforcement, Authoritarian	9	23.69	4.39	.68	.63	.40
2.	Direct Reinforcement, Equalitarian	11	39.18	3.70	.53	.53	.25
3.	Direct Reinforcement, Permissive	7	27.61	2.44	.57	.52	.36
4.	Direct Reinforcement, Rebel	9	27.87	4.43	.61	.58	.13
5.	Direct Reinforcement, Critic	11	42.85	3.64	.67	.64	.49
6.	Direct Reinforcement, Ingratiator	7	19.59	3.65	.59	.38	- .10
7.	Indirect Reinforcement, Authoritarian	11	31.23	4.50	.58	.40	- .07
8.	Indirect Reinforcement, Equalitarian	13	45.11	4.25	.51	.39	.19
9.	Indirect Reinforcement, Permissive	7	27.85	2.75	.60	.52	.43
10.	Indirect Reinforcement, Rebel	6	17.72	2.68	.47	.43	- .24
11.	Indirect Reinforcement, Critic	7	32.77	3.61	.62	.45	.30
12.	Indirect Reinforcement, Ingratiator	8	34.03	3.71	.70	.59	.21

TABLE 4

Scale Characteristics on National Standardizing Sample
Past Reinforcement Measurement (PRM)
N = 860

SCALE	Mean	St. Dev.	Skew	Kurtosis
1. Direct Reinforcement, Authoritarian	23.60	4.51	0.21	0.53
2. Direct Reinforcement, Equalitarian	38.98	4.20	-0.88	5.13
3. Direct Reinforcement, Permissive	27.51	2.68	-0.72	7.74
4. Direct Reinforcement, Rebel	27.77	4.57	-0.16	1.30
5. Direct Reinforcement, Critic	42.57	4.28	-1.33	7.94
6. Direct Reinforcement, Ingratiator	20.83	3.35	0.14	0.80
7. Indirect Reinforcement, Authoritarian	31.07	4.73	-0.41	1.42
8. Indirect Reinforcement, Equalitarian	44.95	4.68	-0.82	7.09
9. Indirect Reinforcement, Permissive	27.74	3.01	-1.16	7.41
10. Indirect Reinforcement, Rebel	13.82	2.53	-0.28	0.78
11. Indirect Reinforcement, Critic	32.61	3.84	-0.65	2.75
12. Indirect Reinforcement, Ingratiator	33.84	4.12	-0.85	3.74

TABLE 5

Validation Correlations for Past Reinforcement Measurement*
N = 100

SCALE	PRM	SAS	RI	RPM
1. Direct Reinforcement, Authoritarian	.50	.04		.41
2. Direct Reinforcement, Equalitarian	.84	.25		.42
3. Direct Reinforcement, Permissive	.55	.23		.08
4. Direct Reinforcement, Rebel	- .29		.29	.14
5. Direct Reinforcement, Critic	.44		.04	.58
6. Direct Reinforcement, Ingratiator	.08		.04	.29
7. Indirect Reinforcement, Authoritarian	.50	.47		.40
8. Indirect Reinforcement, Equalitarian	.84	.19		.33
9. Indirect Reinforcement, Permissive	.55	.15		.14
10. Indirect Reinforcement, Rebel	- .29		.23	.20
11. Indirect Reinforcement, Critic	.44		.44	.60
12. Indirect Reinforcement, Ingratiator	.08		.35	.16

* corrected for attenuation

TABLE 6

Validation Correlations of PRM and SAI Scales

	Professional Role Satis.	Family Role Satis.	Interpersonal Role Satis.	Personal Role Satis.	Self Appreciation
1. Direct Reinforcement, Authoritarian	.03	.26	.33	- .26	- .40
2. Direct Reinforcement, Equalitarian	.16	.20	.17	.30	.25
3. Direct Reinforcement, Permissive	.31	.22	.29	.30	.36
4. Direct Reinforcement, Rebel	.20	- .11	.03	.03	.13
5. Direct Reinforcement, Critic	.39	.29	.37	.40	.49
6. Direct Reinforcement, Ingratiator	- .13	.04	- .01	- .02	- .10
7. Indirect Reinforcement, Authoritarian	.01	- .09	- .16	- .09	- .07
8. Indirect Reinforcement, Equalitarian	.22	.15	.13	.24	.19
9. Indirect Reinforcement, Permissive	.18	.25	.27	.26	.43
10. Indirect Reinforcement, Rebel	- .03	.09	- .22	- .12	- .24
11. Indirect Reinforcement, Critic	.17	.15	.20	.25	.29
12. Indirect Reinforcement, Ingratiator	.14	.25	.13	.22	.20

Validation for Scales direction only.

TABLE 7

CORRELATION WITH PAST REINFORCEMENT MEASUREMENT SCALES WITH GENDER

N = 853

Identification of Scale	Correlation with Gender	Significance Level
Direct Reinforcement		
Authoritarian	0.024	ns
Equalitarian	-0.124	ns
Permissive	-0.051	ns
Rebel	0.030	ns
Critic	-0.138	ns
Ingratiator	0.047	ns
Indirect Reinforcement		
Authoritarian	-0.005	ns
Equalitarian	-0.150	ns
Permissive	0.020	ns
Rebel	0.052	ns
Critic	0.013	ns
Ingratiator	0.039	ns

TABLE 8

CORRELATION WITH PAST REINFORCEMENT MEASUREMENT SCALES

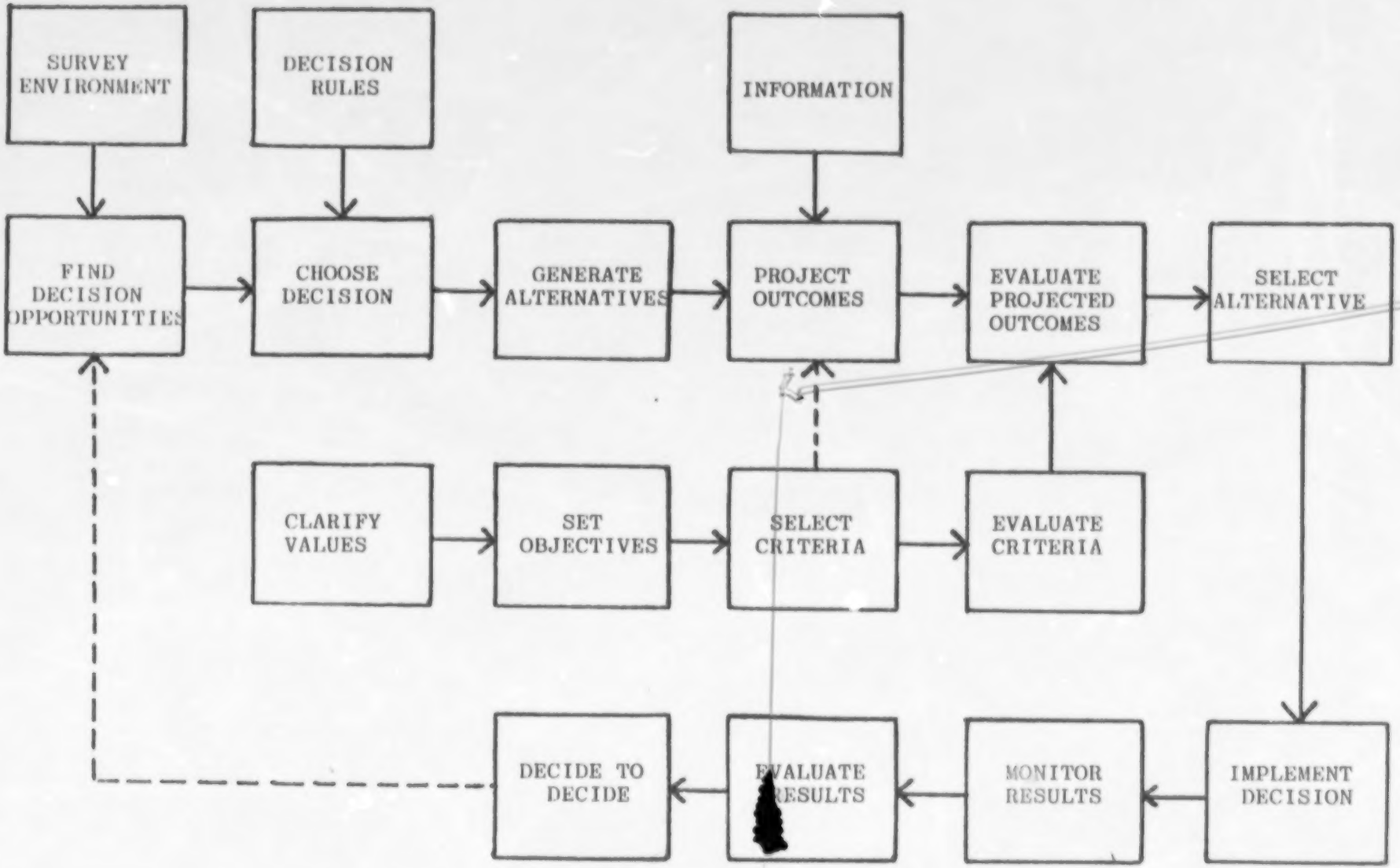
WITH AGE

N = 853

Identification of Scale	Correlation with age	Significance Level
Direct Reinforcement		
Authoritarian	-0.08	ns
Equalitarian	0.09	ns
Permissive	-0.00	ns
Rebel	-0.28	ns
Critic	-0.04	ns
Ingratiator	0.08	ns
Indirect Reinforcement		
Authoritarian	-0.04	ns
Equalitarian	0.08	ns
Permissive	0.02	ns
Rebel	-0.08	ns
Critic	-0.07	ns
Ingratiator	0.15	ns

FIGURE 2

SYSTEMATIC DECISION MAKING MODEL



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(Sweney, Young, 1977)

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TABLE 9

DMA
Means for National Standardization Sample
N = 853

SCALE	Fem.Ad.	Fem.Fac.	Male Ad.	Male Fac.
1. Reactive Orientation vs Proactive Orientation	33.08	35.77	35.10	35.60
2. Capricious Risk Taking vs Serious Decision-Making	23.27	24.65	24.28	25.07
3. Need for Certainty vs Tolerance for Uncertainty	31.30	31.62	32.07	30.65
4. Trust Deliberation vs Trust Luck	19.63	20.65	19.54	20.38
5. Adjustable Decisions vs Firm Decisions	29.95	29.06	30.07	29.15
6. Slow Decisions vs Fast Decisions	26.53	26.73	27.14	27.10
7. Resistance to Feedback vs Desire for Feedback	22.70	23.51	22.13	22.99
8. Tolerance for Complexity vs Need for Simplicity	25.02	24.62	24.86	23.81
9. Diffuse Goals vs Concrete Goals	17.01	17.83	18.13	18.01

TABLE 10

DMA
Standard Deviations for National Standardization Sample
N = 853

SCALE	Fem.Ad.	Fem.Fac.	Male Ad.	Male Fac.
1. Reactive Orientation vs Proactive Orientation	6.91	7.97	7.93	7.12
2. Capricious Risk Taking vs Serious Decision-Making	4.01	3.71	4.41	4.14
3. Need for Certainty vs Tolerance for Uncertainty	4.62	5.11	5.07	4.66
4. Trust Deliberation vs Trust Luck	4.15	4.31	4.11	4.23
5. Adjustable Decisions vs Firm Decisions	3.26	3.66	3.80	3.40
6. Slow Decisions vs Fast Decisions	3.32	3.28	3.67	3.35
7. Resistance to Feedback vs Desire for Feedback	3.65	3.74	3.76	3.80
8. Tolerance for Complexity vs Need for Simplicity	3.18	3.34	3.50	3.14
9. Diffuse Goals vs Concrete Goals	3.55	3.96	3.66	3.73

TABLE 11

Characteristics of Decision Making Analysis
N = 703

SCALE	# of Items	Scale Mean	St. Dev.	Cronbach Alpha	Saturation h^2 (%)	Self Appreciation
1. Reactive Orientations vs Proactive Orientation	15	38.33	7.52	.87	.76	- .61
2. Capricious Risk Taking vs Serious Decision-making	13	35.33	4.05	.74	.64	- .45
3. Need for Certainty vs Tolerance for Uncertainty	10	35.39	4.81	.71	.47	- .18
4. Trust Deliberation vs Trust Luck	9	24.10	4.26	.76	.48	- .30
5. Adjustable Decisions vs Firm Decisions	8	33.50	3.56	.60	.44	.36
6. Slow Decisions vs Fast Decisions	8	31.84	3.42	.49	.51	- .17
7. Resistance to Feedback vs Desire for Feedback	10	28.75	3.75	.60	.49	- .27
8. Tolerance for Complexity vs Need for Simplicity	7	27.68	3.34	.59	.22	.12
9. Diffuse Goals vs Concrete Goals	8	23.70	3.79	.74	.58	- .51

TABLE 12

Scale Characteristics on National Standardizing Sample
Decision Making Analysis (DMA)
N = 868

SCALE	Mean	St. Dev.	Skew	Kurtosis
1. Reactive Orientations vs Proactive Orientation	38.57	7.75	0.41	1.80
2. Capricious Risk Taking vs Serious Decision-making	34.90	4.37	-0.82	3.08
3. Need for Certainty vs Tolerance for Uncertainty	35.25	5.14	-0.57	1.90
4. Trust Deliberation vs Trust Luck	23.97	4.31	0.13	0.95
5. Adjustable Decisions vs Firm Decisions	33.42	3.85	-1.31	8.17
6. Slow Decisions vs Fast Decisions	31.72	3.59	-0.70	2,85
7. Resistance to Feedback vs Desire for Feedback	28.67	3.98	-0.53	2,85
8. Tolerance for Complexity vs Need for Simplicity	27.50	3.56	-0.83	4.11
9. Diffuse Goals vs Concrete Goals	23.51	3.87	0.35	1.96

TABLE 13

Validation Correlations of DMA and SAI Scales

	Professional Role Satis.	Family Role Satis.	Interpersonal Role Satis.	Personal Role Satis.	Self Appreciation
1. Proactive Orientation	.34	.28	.44	.50	.61
2. Serious Decision-Making	.36	.30	.29	.34	.45
3. Tolerance for Uncertainty	.13	.00	.14	.09	.18
4. Trust Luck	.10	.21	.16	.24	.30
5. Firm Decisions	.12	.20	- .28	.24	- .36
6. Fast Decisions	.12	.05	.16	.21	.17
7. Desire for Feedback	.27	.12	.17	.26	.27
8. Desire for Simplicity	.14	.13	- .06	.14	.12
9. Concrete Goals	.39	.22	.38	.44	.51

Validation for Scales direction only.

TABLE 14

CORRELATION OF DECISION MAKING ANALYSIS SCALES
WITH GENDER

N = 853

Identification of Scale	Correlation with Gender	Significance Level
Reactive Orientation (vs. Proactive Orientation)	0.059	ns
Capricious Risk-Taking (vs. Serious Decision Making)	0.074	ns
Need for Certainty (vs. Tolerance for Uncertainty)	0.002	ns
Trust Deliberation (vs. Trust Luck)	-0.019	ns
Adjustable Decisions (vs. Firm Decisions)	0.045	ns
Slow Decisions (vs. Fast Decisions)	0.074	ns
Resistance to Feedback (vs. Desire for Feedback)	-0.093	ns
Tolerance for Complexity (vs. Need for Simplicity)	-0.078	ns
Diffuse Goals (vs. Concrete Goals)	0.077	ns

TABLE 15

CORRELATION OF DECISION MAKING ANALYSIS SCALES

WITH AGE

N = 853

Identification of Scale	Correlation with age	Significance Level
Reactive Orientation (vs. Proactive Orientation)	-0.05	ns
Capricious Risk-Taking (vs. Serious Decision Making)	-0.03	ns
Need for Certainty (vs. Tolerance for Uncertainty)	0.08	ns
Trust Deliberation (vs. Trust Luck)	-0.13	ns
Adjustable Decisions (vs. Firm Decisions)	0.08	ns
Slow Decisions (vs. Fast Decisions)	-0.08	ns
Resistance to Feedback (vs. Desire for Feedback)	0.04	ns
Tolerance for Complexity (vs. Need for Simplicity)	0.03	ns
Diffuse Goals (vs. Concrete Goals)	-0.00	ns

FIGURE 3

SELF ASSESSMENT INSTRUMENT - ROLE SATISFACTION MODEL

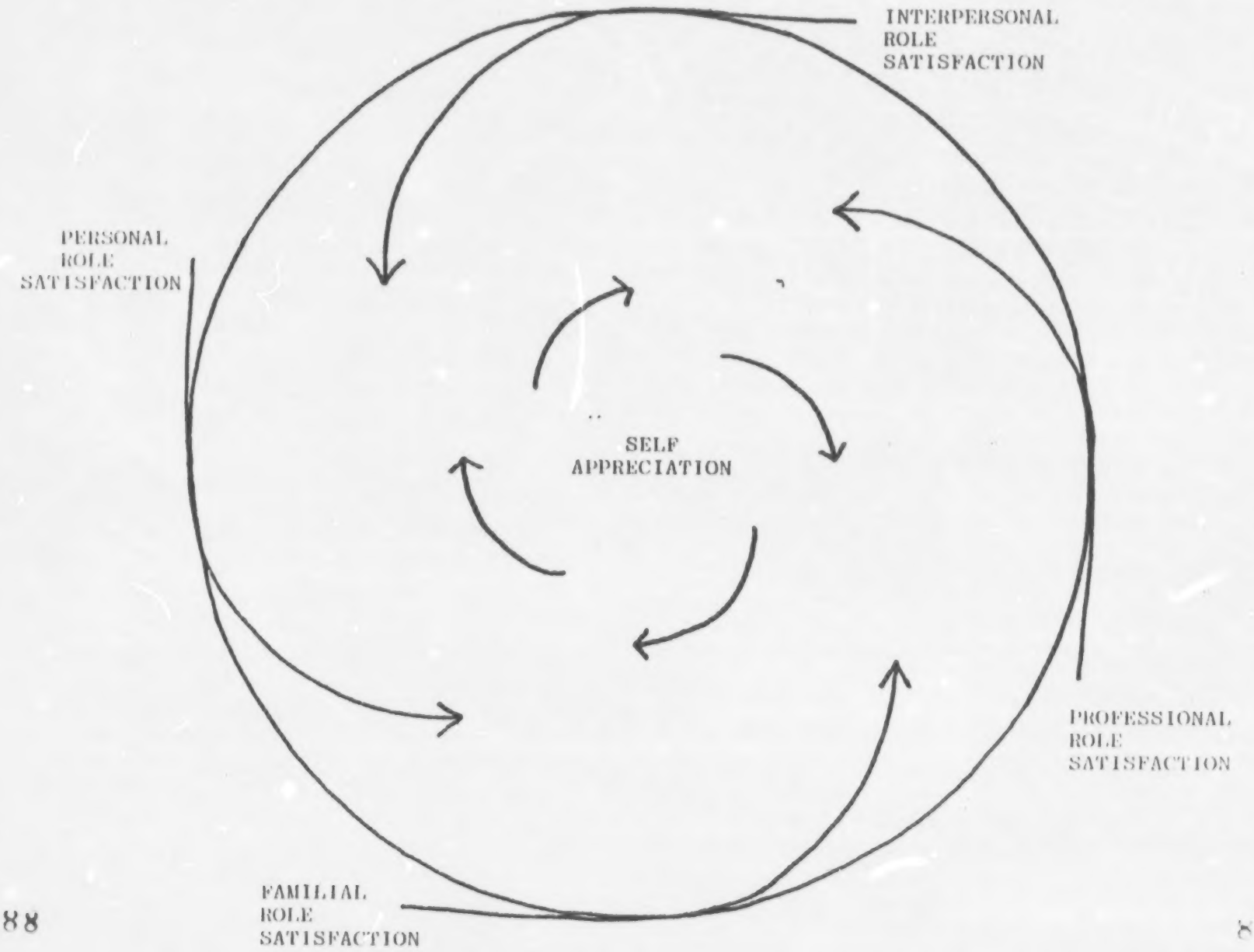

TABLE 16

SAI
Means for National Standardization Sample
N = 853

SCALE	Fem.Ad.	Fem.Fac.	Male Ad.	Male Fac.
1. Professional Achievement vs Professional Frustration	28.62	27.72	27.25	27.21
2. Family Achievement vs Family Frustration	41.58	40.96	40.70	39.90
3. Interpersonal Achievement vs Interpersonal Frustration	40.79	39.96	38.89	37.53
4. Personal Achievement vs Personal Frustration	31.97	30.55	30.26	30.03
5. Self Acceptance vs Self Depreciation	91.89	88.25	88.89	86.86

TABLE 17

SAI
Standard Deviations for National Standardization Sample
N = 853

SCALE	Fem.Ad.	Fem.Fac.	Male Ad.	Male Fac.
1. Professional Achievement vs Professional Frustration	4.34	4.65	4.55	4.56
2. Family Achievement vs Family Frustration	5.82	5.58	5.86	6.30
3. Interpersonal Achievement vs Interpersonal Frustration	6.19	6.85	6.67	6.51
4. Personal Acheivement vs Personal Frustration	4.87	5.67	5.48	5.08
5. Self Acceptance vs Self Depreciation	9.17	11.66	11.18	11.99

TABLE 18

Characteristics of Self Assessment Instrument
N = 703

SCALE	# of Items	Scale Mean	St. Dev.	Cronbach Alpha	Saturation h^2 (%)	Self Appreciation
1. Professional Achievement vs Professional Frustration	8	28.81	4.58	.77	.56	.49
2. Family Achievement vs Family Frustration	10	44.85	5.91	.88	.37	.44
3. Interpersonal Achievement vs Interpersonal Frustration	11	46.37	6.65	.82	.45	.52
4. Personal Achievement vs Personal Frustration	9	31.73	5.33	.80	.70	.72
5. Self Acceptance vs Self Depreciation	22	106.05	11.07	.92	.82	1.00

TABLE 19

Scale Characteristics on National Standardizing Sample
Self Assessment Instrument (SAI)
N = 878

SCALE	Mean	St.Dev.	Skew	Kurtosis
1. Professional Achievement vs Professional Frustration	28.71	4.60	-0.17	0.30
2. Family Achievement vs Family Frustration	44.74	6.04	-0.83	1.35
3. Interpersonal Achievement vs Interpersonal Frustration	46.40	6.64	-0.41	0.21
4. Personal Achievement vs Personal Frustration	31.75	5.31	-0.32	0.32
5. Self Acceptance vs Self Depreciation	106.11	11.06	-0.66	0.92

TABLE 20

CORRELATION OF SELF ASSESSMENT INSTRUMENT SCALES
WITH GENDER

N = 853

Identification of Scale	Correlation with Gender	Significance Level
Professional Achievement (vs. Professional Frustration)	-0.087	ns
Family Achievement (vs. Family Frustration)	-0.093	ns
Interpersonal Achievement (vs. Interpersonal Frustration)	-0.154	ns
Personal Achievement (vs. Personal Frustration)	-0.101	ns
Self Acceptance (vs. Self Depreciation)	-0.094	ns

TABLE 21

CORRELATION OF SELF ASSESSMENT INSTRUMENT SCALES

WITH AGE

N = 853

Identification of Scale	Correlation with age	Significance Level
Professional Achievement (vs. Professional Frustration)	-0.23	ns
Family Achievement (vs. Family Frustration)	0.09	ns
Interpersonal Achievement (vs. Interpersonal Frustration)	0.04	ns
Personal Achievement (vs. Personal Frustration)	0.14	ns
Self Acceptance (vs. Self Depreciation)	0.05	ns

SELF ASSESSMENT INSTRUMENT - ROLE SATISFACTION MODEL

Figure 4

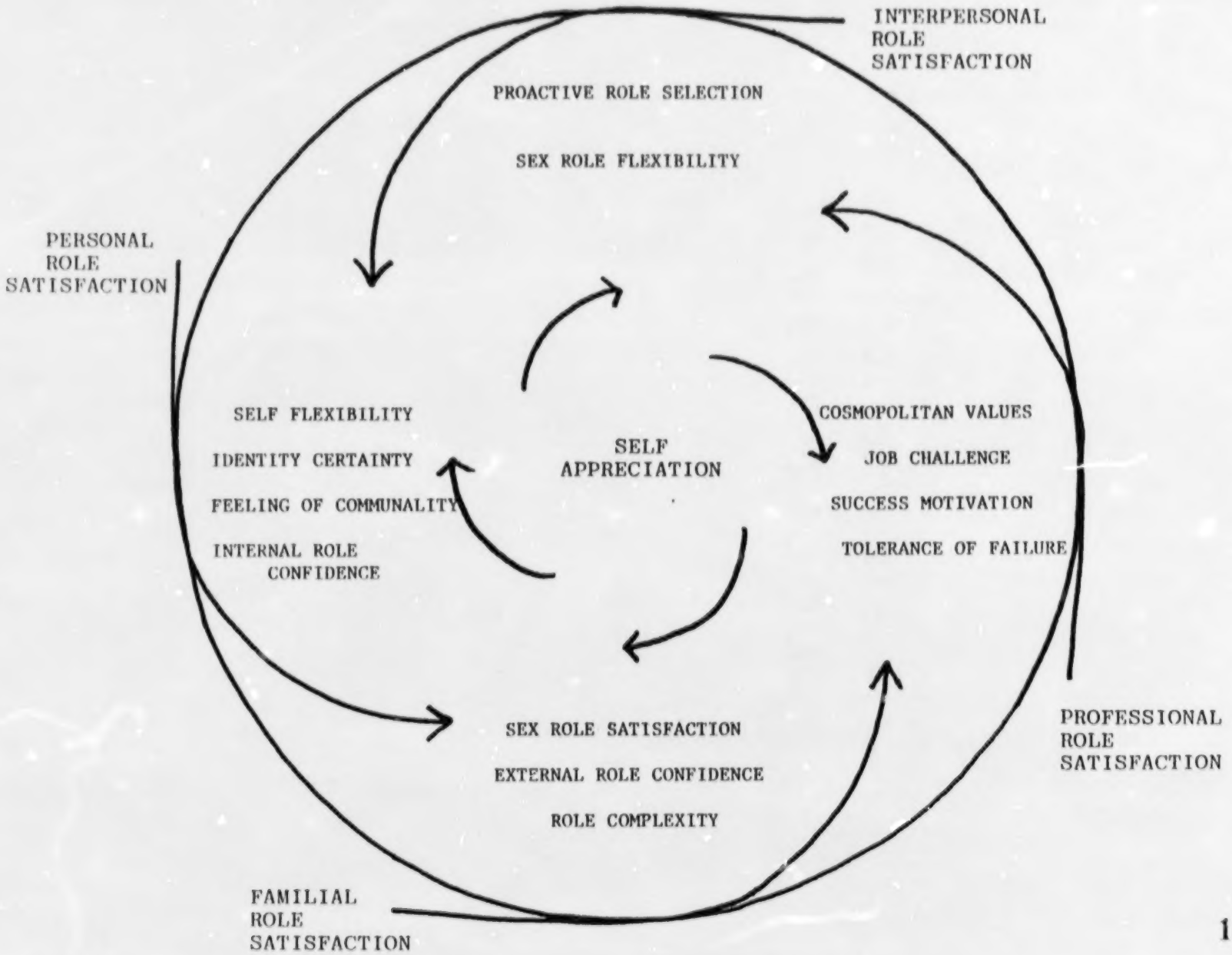

TABLE 22

RGV
Means for National Standardization Sample
N = 853

SCALES	Fem.Ad	Fem.Fac.	Male Ad.	Male Fac.
1. Proactive role selection vs Reactive role taking	27.91	27.20	27.60	27.12
2. Job challenge vs Job constraints	25.20	23.87	24.75	24.21
3. Sex role flexibility vs Sex role conformity	39.98	40.22	36.46	36.88
4. Complexity of roles vs Simplicity of roles	25.49	24.35	24.41	23.91
5. Self flexibility vs Self consistency	17.15	17.76	18.07	18.77
6. Identity confidence vs Identity concern	35.07	34.44	33.42	33.86
7. Cosmopolitan vs Local	18.09	18.35	17.60	19.34
8. Success motivation vs Fear of success	26.11	25.86	25.73	25.82
9. Fear of Failure vs Tolerance for failure	22.74	22.84	22.36	22,38
10. Sex role satisfaction vs Sex role dissatisfaction	33.58	32.01	34.81	33.51
11. External role confidence vs External role conflict	25.15	24.35	24.63	23.95
12. Internal role confidence vs internal role conflict	22.65	21.43	22.26	21.90
13. Feeling of uniqueness vs Feeling of communality	25.85	25.51	24.96	25.24

TABLE 23

RGV
Standard Deviations for National Standardization Sample
N = 853

SCALE	Fem. Ad.	Fem. Fac.	Male Ad.	Male Fac.
1. Proactive Role Selection vs Reactive Role Taking	3.51	3.91	3.98	3.84
2. Job Challenge vs Job Constraints	3.23	4.08	3.18	4.19
3. Sex Role Flexibility vs Sex Role Conformity	5.37	5.51	5.22	6.15
4. Complexity of Roles vs Simplicity of Roles	3.52	3.56	3.48	3.69
5. Self Flexibility vs Self Consistency	3.88	4.08	4.07	4.58
6. Identity Confidence vs Identity Concern	3.75	3.62	3.54	3.38
7. Cosmopolitan vs Local	5.35	5.45	5.27	5.62
8. Success Motivation vs Fear of Success	3.62	3.32	3.50	3.42
9. Fear of Failure vs Tolerance for Failure	3.61	3.81	3.67	4.40
10. Sex Role Satisfaction vs Sex Role Dissatisfaction	5.64	5.93	4.25	4.55
11. External Role Confidence vs External Role Conflict	3.17	3.63	3.40	3.51
12. Internal Role Confidence vs Internal Role Conflict	3.97	4.34	3.72	4.03
13. Feeling of Uniqueness vs Feeling of Communality	2.43	2.58	2.95	2.59

TABLE 24

Characteristics of Roles, Goals, Values
N = 703

SCALE	# of Items	Scale Mean	St. Dev.	Cronbach Alpha	Saturation h^2 (%)	Self Appreciation
1. Proactive Role Selection vs Reactive Role Taking	7	27.37	3.81	.68	.63	.60
2. Job Challenge vs Job Constraints	6	24.55	3.71	.83	.48	.60
3. Sex Role Flexibility vs Sex Role Conformity	11	38.79	5.74	.71	.61	.15
4. Complexity of Roles vs Simplicity of Roles	7	24.60	3.61	.60	.45	.38
5. Self Flexibility vs Self Consistency	7	17.89	4.11	.65	.28	- .26
6. Identity Confidence vs Identity Concern	9	34.39	3.64	.51	.44	.32
7. Cosmopolitan vs Local	7	18.35	5.46	.83	.40	- .32
8. Success Motivation vs Fear of Success	7	25.96	3.45	.58	.28	.32
9. Fear of Failure vs Tolerance for Failure	7	22.63	3.82	.59	.40	- .09
10. Sex Role Satisfaction vs Sex Role Dissatisfaction	9	33.44	5.36	.73	.45	.36
11. External Role Confidence vs External Role Conflict	7	24.57	3.50	.59	.54	.48
12. Internal Role Confidence vs Internal Role Conflict	6	22.04	4.10	.76	.65	.59
13. Feeling of Uniqueness vs Feeling of Communality	6	25.44	7.07	.63	.36	.42

TABLE 25

Scale Characteristics on National Standardizing Sample
Roles, Goals, Values (RGV)
N =

SCALE	Mean	St. Dev.	Skew	Kurtosis
1. Proactive Role Selection vs Reactive Role Taking	27.30	3.89	-0.70	1.74
2. Job Challenge vs Job Constraints	24.46	3.77	-1.13	2.06
3. Sex Role Flexibility vs Sex Role Conformity	38.60	5.85	-0.20	0.43
4. Complexity of Roles vs Simplicity of Roles	24.60	3.62	-0.17	0.72
5. Self Flexibility vs Self Consistency	17.80	4.17	0.11	-0.14
6. Identity Confidence vs Identity Concern	34.22	3.78	-0.24	1.17
7. Cosmopolitan vs Local	18.26	5.46	0.26	-0.13
8. Success Motivation vs Fear of Success	25.86	3.53	-0.18	-.52
9. Fear of Failure vs Tolerance for Failure	22.56	3.88	-0.23	-.30
10. Sex Role Satisfaction vs Sex Role Dissatisfaction	33.30	5.39	-0.42	0.21
11. External Role Confidence vs External Role Conflict	24.56	3.45	-0.23	0.63
12. Internal Role Confidence vs Internal Role Conflict	22.04	4.10	-0.64	0.52
13. Feeling of Uniqueness vs Feeling of Communality	25.42	2.75	-1.05	4.86

TABLE 26

Validation Correlations of RCV and SAI Scales

	Professional Role Satis.	Family Role Satis.	Interpersonal Role Satis.	Personal Role Satis.	Self Appreciation
1. Proactive Role Selection	.24	.36	.41	.44	.60
2. Job Challenge	.31	.22	.26	.45	.60
3. Sex Role Flexibility	.15	- .05	.12	.03	.15
4. Complexity of Roles	.38	.16	.30	.40	.38
5. Self Flexibility	.40	- .24	- .27	- .25	- .26
6. Identity Confidence	.28	.25	.28	.28	.32
7. Cosmopolitan Values	.10	- .27	- .18	- .33	- .32
8. Success Motivation	.24	.17	.26	.26	.32
9. Fear of Failure	.16	- .14	- .19	- .09	- .09
10. Sex Role Satisfaction	.10	.35	.25	.28	.36
11. External Role Confidence	.22	.35	.50	.47	.48
12. Internal Role Confidence	.23	.43	.40	.52	.59
13. Feeling of Uniqueness	.22	.27	.31	.30	.42

Validation for Scales direction only.

TABLE 27

CORRELATION OF ROLES, GOALS, VALUES SCALES WITH GENDER

N = 853

Identification of Scale	Correlation with Gender	Significance Level
Proactive Role Selection (vs. Reactive Role Taking)	-0.052	ns
Job Challenge (vs. Job Constraints)	-0.038	ns
Sex Role Flexibility (vs. Sex Role Conformity)	-0.017	ns
Complexity of Roles (vs. Simplicity of Roles)	-0.077	ns
Self Flexibility (vs. Self Consistency)	0.031	ns
Identity Confidence (vs. Identity Concern)	-0.103	ns
Cosmopolitan (vs. Local)	0.007	ns
Success Motivation (vs. Fear of Success)	-0.057	ns
Fear of Failure (vs. Tolerance for Failure)	0.016	ns
Sex Role Satisfaction (vs. Sex Role Dissatisfaction)	0.073	ns
External Role Confidence (vs. External Role Conflict)	-0.010	ns
Internal Role Confidence (vs. Internal Role Conflict)	0.037	ns
Feeling of Uniqueness (vs. Feeling of Communality)	-0.052	ns

TABLE 28

CORRELATION OF ROLES, GOALS, VALUES SCALES

WITH AGE

N = 853

Identification of Scale	Correlation With Age	Significance Level
Proactive Role Selection (vs. Reactive Role Taking)	0.12	ns
Job Challenge (vs. Job Constraints)	0.07	ns
Sex Role Flexibility (vs. Sex Role Conformity)	-0.20	ns
Complexity of Roles (vs. Simplicity of Roles)	0.03	ns
Self Flexibility (vs. Self Consistency)	-0.19	ns
Identity Confidence (vs. Identity Concern)	-0.13	ns
Cosmopolitan (vs. Local)	-0.29	ns
Success Motivation (vs. Fear of Success)	0.00	ns
Fear of Failure (vs. Tolerance for Failure)	-0.07	ns
Sex Role Satisfaction (vs. Sex Role Dissatisfaction)	0.12	ns
External Role Confidence (vs. External Role Conflict)	0.15	ns
Internal Role Confidence (vs. Internal Role Conflict)	0.15	ns
Feeling of Uniqueness (vs. Feeling of Communality)	0.00	ns